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ABSTRACT

This publication consists primarily of several hundred charts, graphs, and tables that present a wide variety of educational statistics for the United States through and including the 1975-76 school year. Section 1 provides a broad demographic and social context for examining education and traces the scope of the educational enterprise. Section 2 pursues in some detail three topics--participation in education, immediate and long-term outcomes of education, and financing the public elementary and secondary schools. Section 3 briefly discusses the data sources for the report, offers a short glossary of selected terms, and presents more than 100 data tables. Section 4 consists of a cumulative index to topics and data included in the 1975 and 1976 editions of the report, as well as the present edition. (Author/JG)

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The Condition of Education

1977 EDITION

VOLUME THREE, PART ONE

A **Statistical Report**

EA 009 380

National Center for Education Statistics

ON THE INSIDE

The Economic and Social Setting

°Total expenditures on education have surpassed total spending on defense in the United States since 1971 (chart 1.11).

°Public education at all levels constitutes the largest activity of State and local governments (chart 6.01).

°A majority of the public (50 percent in 1976) believed that the country was spending too little on improving the nation's educational system (charts 1.17 and 1.18).

°Of the population 4 to 25 years old, more than one in eight persons resides in a household where a language other than English is spoken as the usual or second language (chart 1.06).

°Public school enrollments in our largest cities continue to exceed the total enrollment of many States (chart 2.06).

WHAT'S NEWS

Elementary and Secondary Education

°As students progress through the educational system, males are more likely than females to fall behind, but less likely to drop out (chart 4.11).

°By grade 8, 20 percent of students of Spanish origin were two grades below their appropriate grade (chart 4.24).

°About one-fourth of all persons 14 to 24 years old of Spanish origin are high school dropouts, compared with only 10 percent of the total population of this age group (chart 4.26).

°Patterns of private elementary and secondary enrollment by region have changed since 1968 (charts 4.05 and 4.10).

°The ratio of high school graduates to the 17-year-old population grew considerably from 1901 to 1969, reaching 76.5 to 100 in 1967, but has declined slightly since that time (chart 2.18).

Postsecondary Education

°In the past four years, increases in the number of bachelor's degree recipients have been due to increases in the college-age population, not to higher participation levels (charts 3.14 and 3.15).

°Postsecondary education enrollments in 1974 for the high school graduates of 1972 show Blacks with consistently higher participation rates than Whites when ability and socioeconomic status levels are comparable (charts 4.15 and 4.16).

°1972 high school graduates of Hispanic origin were less likely to continue their education than their White or Black counterparts (chart 4.27).

°Full and part time enrollments in higher education have changed considerably between 1970 and 1975. The 18- to 24-year-olds showed greatest increases in part time enrollment, while the greatest increase for 25- to 34-year olds was in full time enrollment (chart 4.20).

The Condition of Education

1977 EDITION
A STATISTICAL REPORT ON
THE CONDITION OF EDUCATION IN THE UNITED STATES
VOLUME THREE, PART ONE

BY
MARY A. GOLLADAY

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., Secretary

EDUCATION DIVISION
Philip E. Austin, Acting Assistant Secretary for Education

NATIONAL CENTER FOR EDUCATION STATISTICS
Marie D. Eldridge, Administrator

NATIONAL CENTER FOR EDUCATION STATISTICS

"The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall . . . . collect, collate, and from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . . and review and report on education activities in foreign countries."—Section 406 (b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e–1).

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FOREWORD

This statistical report describes the condition of education in the United States as required by Title V, section 501(a) of P.L. 93-380. It is the third report prepared under that legislative mandate, which has been interpreted as conveying a responsibility to delineate the context and climate for education as well as to describe educational activities, the institutions that offer them, and the persons who participate.

As a unifying theme, the report examines differences in educational opportunities, participation, and outcomes for population subgroups. It presents the available evidence on differences and changes in trends among groups of individuals identified according to characteristics such as age, sex, ethnic origin, and family income level. This choice of theme reflects the established precept that education is a fundamental human right. Further, educational programs with objectives to remove disparities have focused considerable attention on the equitable delivery of education. Thus, a major aspect of assessing the condition of education is determining just how well it, as a set of institutions, fulfills its responsibilities to provide knowledge and skills, to instill an understanding of social values, and to promote the life-success chances of all the people. The report compiles a variety of information that responds to questions related to these objectives such as: Who is going to school? For how long? and What are the results?

The theme of the report is carried out in charts and text in two principal sections. Section I provides a broad demographic and social context for examining education and traces the scope of the education enterprise. Section II pursues in some detail three topics – participation in education, immediate and long-term outcomes of education, and financing the public elementary and secondary schools.

Many of the statistics in the report are published here for the first time. They include statistical time series showing the education participation of the population ages 3 to 34, profiles of young adult attainment, ethnic origin and language characteristics of the population, and changes in the supply of and demand for teachers. Several published reports also served as sources of data.

The content of this report was chosen to minimize repetition of statistics that have appeared in the first two editions. To aid our readers, this edition carries a cumulative index to topics and data shown in the 1975 and 1976 editions, as well as the present edition.

The preparation of this report has revealed numerous areas where more and different types of data are needed, where conceptualizations are incomplete, and where the precise nature of cause-effect relationships remains clouded. However, we believe that the report reflects the status of data and measures that are currently available for depicting the condition of education.

Marie D. Eldridge
Administrator, National Center
For Education Statistics

Part One of *The Condition of Education, 1977 edition,* was prepared in the National Center for Education Statistics. With the reorganization of the Center, effective January 17, 1977, the preparation of the report was transferred from the Planning Office under the supervision of Iris Garfield, Planning Officer, to the Division of Statistical Services under the supervision of Absalom Simms, Acting Division Director.

The development and preparation of the report was the responsibility of Mary A. Golladay. Assistance in preparation of entries and on all aspects of report preparation was provided by Carol I. Senden and Valena A. White, with additional assistance from summer students Marc Weinstein and Kenneth Jocelyn. Entries on the ethnic and language characteristics of the population were prepared by Susan T. Hill and Ronald N. Jessee.

Typing of the manuscript was coordinated by Nancy L. Moles, with typing done by Judith A. Anderson, Daisy A. Mathews, and Dorothy T. Lenz.

Coordination in all steps of the process of copy preparation and publication was the responsibility of Helen A. Tashjian. Ronald Waring and Bruce Berman provided editorial assistance. Mamie M. Brown assisted in a final review of camera-ready copy and, along with Diane M. Postell, Merlene Y. Smith, and Diana Simmons, performed many last-minute tasks in preparation for printing. Nancy I. Young provided the artwork.

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Many individuals within NCES provided data and reviewed drafts of portions of the manuscript. Ruth L. Boaz, Mark E. Borinsky, Robert Calvert, Jr., Elmer F. Collins, Francis V. Corrigan, William B. Fetters, Martin M. Frankel, Jeannette M. Goor, Andrew J. Kolstad, A. Safford Metz, Shirley A. Steele, Leslie J. Silverman, Tongsoo Song, Kenneth A. Tabler, and Dorothy Waggoner, all were generous in supplying information and responding to drafts. Comprehensive reviews of the entire manuscript were contributed by W. Vance Grant, Robert D. North, Joseph G. Teresa, and Rolf M. Wulfsberg.

Representatives from other agencies participated in a review of plans for the report; these agencies were the Bureau of the Census and, within the Department of Health, Education, and Welfare, the Office of the Assitant Secretary for Education; the Office of the Asssitant Secretary for Planning and Evaluation; the Office of Planning and Budget Evaluation, Office of Education; and the National Institute of Education.

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I

EDUCATION: AN OVERVIEW

Introduction

Education is a subject of considerable public interest for many reasons. The year just past provided numerous opportunities to review evidence of the importance attached to education by the country's early leaders. Once one goes beyond the philosophical discussions of rights to education, however, the areas of agreement grow more tentative and the debates more vocal.

Formal education is a major vehicle for transmitting knowledge, skills, and culture to the population. Furthermore, education is one of a class of so-called "public goods"; its impact cannot be restricted to those who receive it directly. All persons are affected by the successes (or failures) of those who participate in educational activities. The issues of how much and what kinds of education should be made available to the population thus are topics on the *public* agenda.

Formal education is a full-time activity of a sizable proportion of our citizens, involving about 63 million persons as either students or teachers and administrators– more than one person in four.

Because of our widespread participation in education, educational institutions are probably better known to more of the population than are the institutions providing health care, social welfare services, or law enforcement. Virtually all of us have had first-hand contact with some formal education in this country. These experiences (some of them many years old) have contributed to our impressions of what education ought to be and how well it measures up to those expectations.

Formal education activities are provided to the population by an array of districts, agencies, and institutions. While much of this education enterprise has been instituted by prior design, many features of it have evolved as needs developed, making a succinct description difficult. More than 70 million people receive education and training each year; 58 million of these are engaged full-time in study, while the rest participate in a variety of part-time arrangements. The educational opportunities are offered by more than 100,000 elementary and secondary schools, more than 3,000 colleges and universities, 8,000 noncollegiate and technical schools, as well as numerous other sponsors of adult education activities. Even getting counts of participants and schools is difficult. The freedom of individuals to choose simultaneously from many offerings renders the estimates of total enrollments in education inexact, at best. Furthermore, there are definitional problems (at what point does organized activity with a well-specified purpose become "education"?).

A distinction has traditionally been drawn between elementary and secondary education and postsecondary education. This differentiation not only is a function of jurisdictional and institutional patterns but it also derives from philosophical concepts of the rights and privileges of citizens in a democracy. The precept that all persons were entitled to, and indeed needed, a basic education encouraged the making of provisions for basic instruction by States and localities. While

secondary schools were instituted considerably later than primary schools, they represented an extension of the initial idea. The issue still was: How can we provide to each person the education needed to secure a livelihood and to assume some fundamental responsibilities as a citizen?

In contrast, postsecondary education derived from the more specialized needs for continued scholarship and preparation of professionals. This notion has since been expanded to promote higher rates of participation in postsecondary education, based on the premise that even higher education has become in some areas a necessary prerequisite to occupational and economic success. Disillusionment and uncertainty over the benefits of certain types of postsecondary education have more recently entered the debate, but considerable interest is still directed to the ease with which all persons may participate if they so desire.

This discussion implies that many kinds of information are necessary to describe adequately the condition of education. If education does indeed touch almost every individual, then an examination of the population and its characteristics provides the essential contextual view. Our society concentrates its educational services on the young; hence an understanding of the environments of children and youth assists in planning for the effective delivery of education. Since education depends largely on public support for its existence, the views of the public toward education provide not only subjects for reflection but also indicators of crucial support.

The three chapters in this section present available information on the characteristics and educational needs of the population and describe the essential characteristics of the education enterprise that respond to those needs. Chapter 1 presents statistics designed to illuminate the social and economic trends that impact on education through statistics in the areas of demography, environment, and opinion. Where trend data are available, they are shown to suggest the direction and magnitude of changes. In the absence of carefully developed and widely understood indicators of all aspects of the condition of education, trend statistics provide a context useful to discussants and may, in turn, themselves suggest indicators.

Chapters 2 and 3 describe the education enterprise. This discussion of the many systems that offer education in this country deals simultaneously with the changing dimensions of the enterprise itself and with some disparities among groups in participation and outcomes. The two chapters examine parallel aspects of the two educational levels: students, staff, schools, costs, and outcomes.

Chapter 1

A Context for Examining the Condition of Education

Social Trends

The size and characteristics of the population receiving schooling define the "clientele for education," and changes in the composition of that population, some generally known and some not, affect the task of schooling. Some of them are presented here, in mosaic form, in illustration of the students whom the educational system is designed to serve. Since the picture is limited, of course, by the availability of data, many important features of the population are not described.

The needs and characteristics of the younger cohorts of the population are the deliberate area of emphasis in this chapter. Chapter 4 reviews changing dimensions of participation in education by all age groups, including older citizens, and cites some of the trends to watch in the future.

Considerable research suggests that the early years of a person's life are the most important in establishing his or her values, shaping an outlook on life, and developing patterns of learning. Consequently, data on changes in the younger population provide a set of leading indicators that are likely to yield some insights into future conditions. The exact nature of the impact of factors presented here is still open to discussion.

The changing age composition of the population and the declining size of cohorts of young persons of school-going age have been subjects of comment and news, particularly as these changes have affected educational institutions. The shifting sizes of cohorts are depicted in chart 1.01; for White and Black and other racial groups, in chart 1.02. The implications of these fundamental changes will be examined throughout the report. The immediate effects of population changes on the education enterprise, in the form of enrollment increases or declines, are traced in chapters 2 and 3. Implications for institutions are suggested in chapter 4, where changing patterns of participation can be overlaid with the sizes of these population cohorts to suggest the dimensions of educational participation to come. The managerial and economic impacts of enrollment shifts on educational institutions are considered in chapters 2, 3, and 6.

A profile of the ethnic composition of the population may be drawn from the ethnic origins as they were reported by individuals in 1975. (chart 1.03). Of the total population, 11 percent were Black and about 5 percent were of Spanish origin or descent.

The age distributions of population groups that claim a definite origin differ considerably from one another. Among them, the Spanish population is youngest: more than one-half were less than 26 years of age in 1975 (chart 1.04).

The Spanish population retains its language to a greater extent than other ethnic minorities generally do. In 1975, about 85 percent of the Spanish-origin population lived in households in which Spanish was spoken as the usual or other household language, and nearly half of the Spanish-origin population spoke Spanish as their own usual individual language (chart 1.05). Of the school-age population 4 to 25 years old, 12.8 percent were from households where a language other than English was either the usual or second language (chart 1.06). Spanish was most frequently that other language; of the 10.6 million persons 4 to 25 years old in households where other than English was spoken, Spanish was spoken by 5.2 million, or 48.5 percent.

Population changes for school-age groups vary across the country. Declining birth rates have caused a decrease in the 5- to 17-year-old population in each of the four census regions. The decrease was greatest, down 7 percent, in the North Central region and least, down 1.4 percent, in the West (chart 1.07). Economic conditions also affect population changes by region. An examination of one component of population change, mobility, reveals differences by region. The most active area in terms of 5- to 17-year-olds moving either in *or* out of the region was the South. The net migration effects for the regions show that migration factors alone resulted in a decrease of population for the Northeast and North Central regions but were responsible for increases in the South and West.

Several social trends provide documentation that school-going young people differ from their counterparts of the past in more respects than in just their numbers. Family size is continuing to decrease. The expected number of lifetime births for wives has declined steadily since 1967 (chart 1.08). While both White and Black females reported fewer expected births in 1976 than in 1967, there are other differences in the numbers of children expected by the two groups. At older ages, Blacks have higher expectations than Whites; the differences between the two groups are smaller at younger ages.

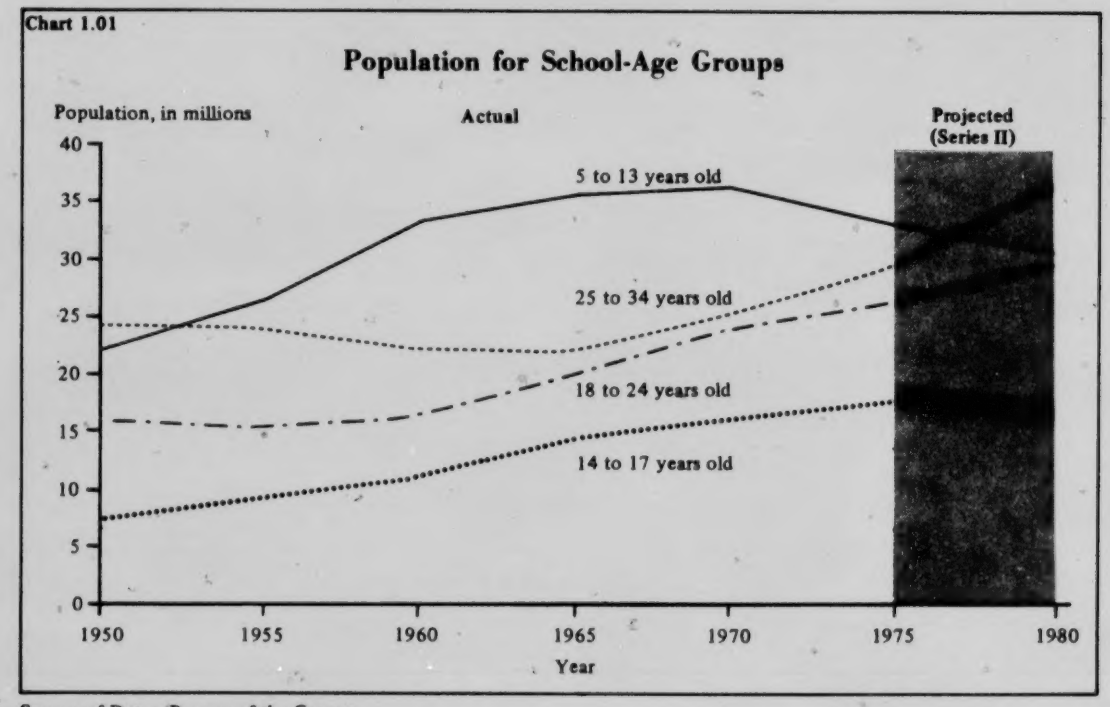
Smaller percentages of children are living with both parents now than did in 1960. But the manifestations of single-parent households fall much more heavily upon Black young people than upon White. In 1976, 85.2 percent of the White children under 18 were living with both parents, compared with 49.6 percent of the Black children (chart 1.09).

The sharp rise in the percent of all children living with the mother only has had an impact on the number of children in families with incomes below a defined poverty line. While a declining percent of all the children in families headed by females are in poverty (42.6 percent in 1974, down from 64.6 percent in 1959), their absolute numbers have increased (chart 1.10). Among children in families headed by males, both the numbers and percentages of children in families with poverty incomes have declined.

The elementary school-age population will continue to decline in size for the next five years. The secondary school-age population has now started to decrease, while the young adult population is still growing and will continue increasing through 1980.

See Table 1.01

Chart 1.01



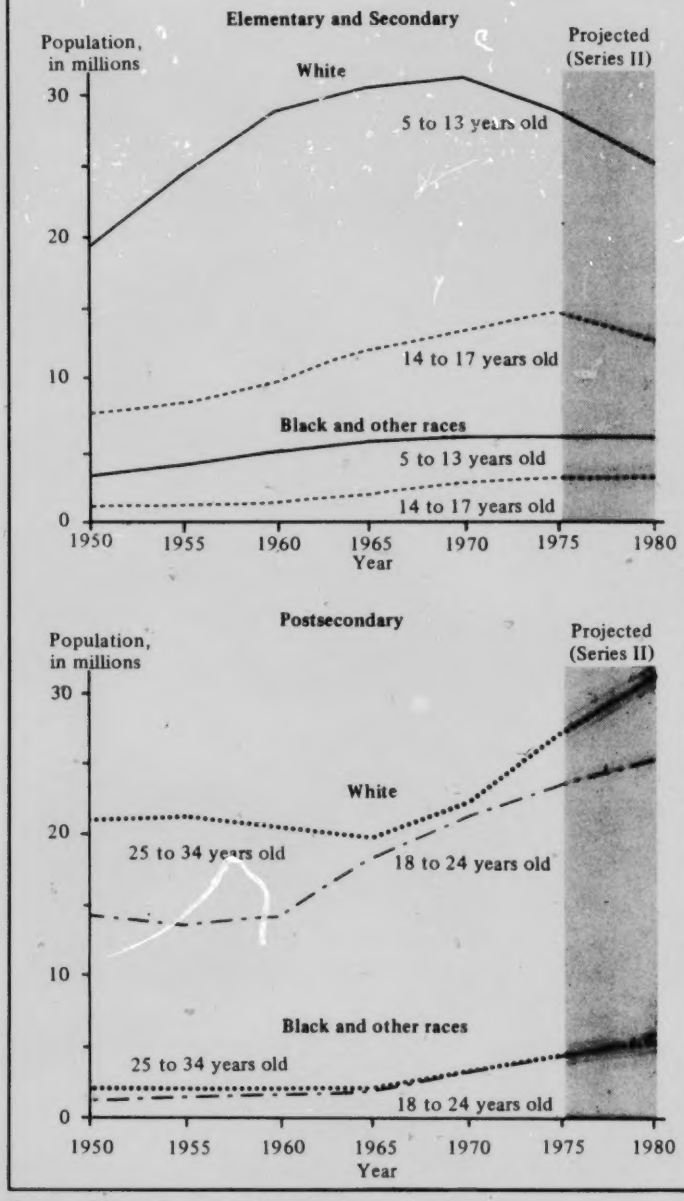
Source of Data: Bureau of the Census

The racial composition of the school-age population is also changing; minority groups will comprise 17.4 percent of the elementary school population in 1980, compared with 16.2 percent in 1975. In 1980, minorities will constitute 16.6 percent of the secondary and 15.2 percent of the young adult cohorts.

See Table 1.01

Chart 1.02

Population for School-Age Groups, by Race



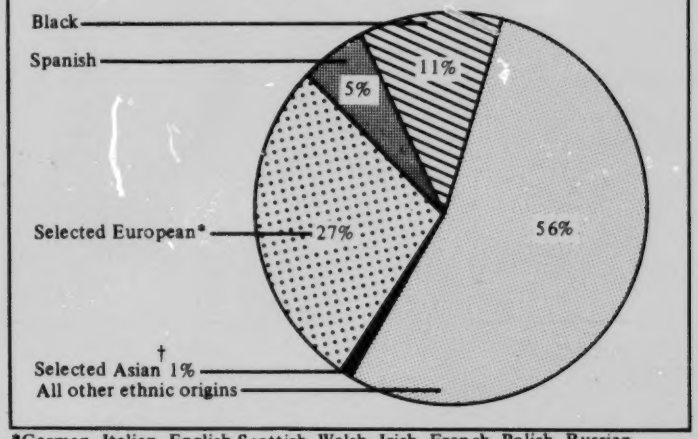
Source of Data: Bureau of the Census

In 1975, persons of Spanish origin were about 5 percent and Blacks about 11 percent of the U.S. population 4 years old or older. The percent of each ethnic group between 4 and 25 years old was higher for persons of Spanish origin than for any other ethnic group identified.

See Table 1.03

Chart 1.03

Ethnic Composition of the Population 4 Years Old and Over, July 1975



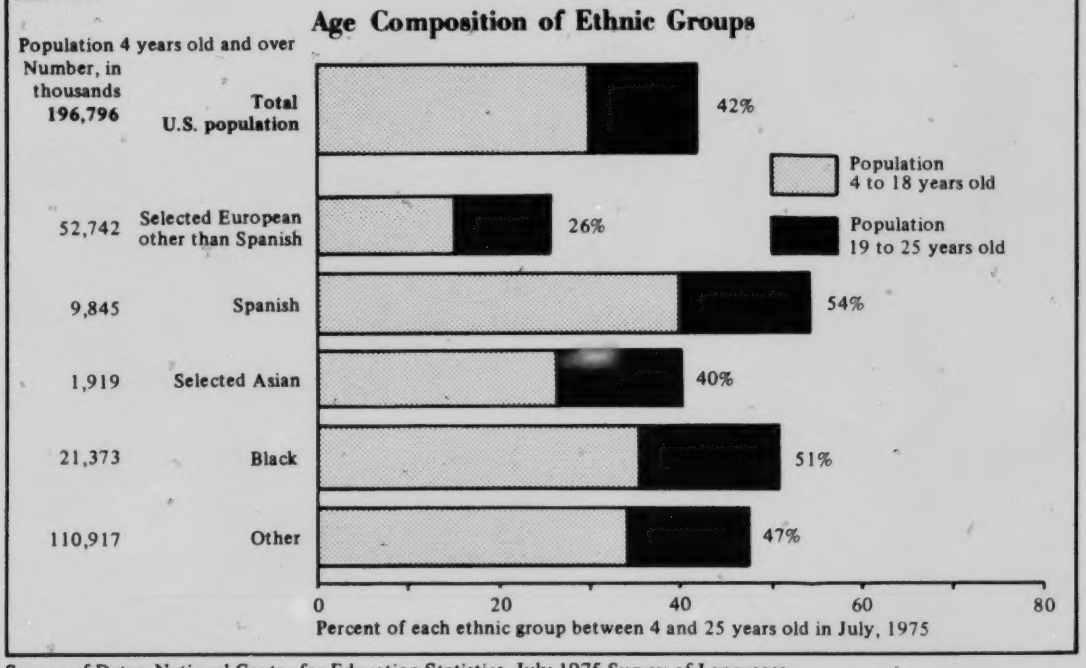
*German, Italian, English, Scottish, Welsh, Irish, French, Polish, Russian, Greek, Portuguese

† Chinese, Japanese, Filipino, Korean

Source of Data: National Center for Education Statistics, July 1975 Survey of Languages

Chart 1.04

Age Composition of Ethnic Groups

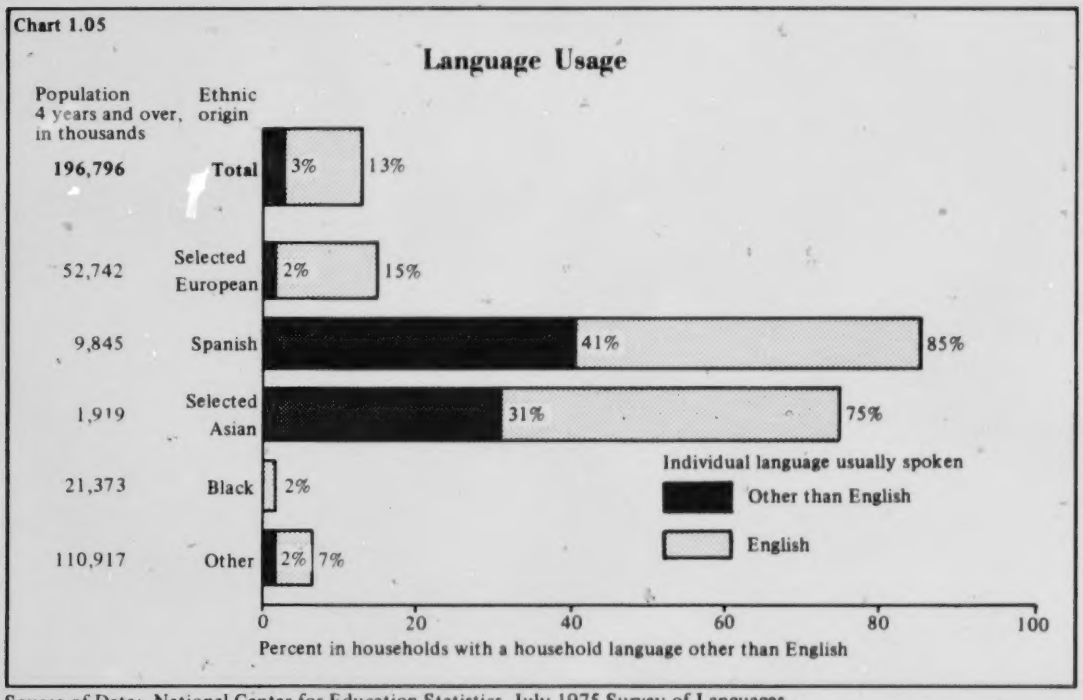


Source of Data: National Center for Education Statistics, July 1975 Survey of Languages

The use of languages other than English was highest among the Spanish and selected Asian ethnic origin groups.

See Table 1.03

Chart 1.05



Source of Data: National Center for Education Statistics, July 1975 Survey of Languages

Spanish is a household language for nearly half of the 10.6 million children and young adults, 4 to 25 years old, who live in households where either the usual or second language is other than English.

See Table 1.06

Chart 1.06

Household Languages of the Population: July 1975

Language spoken in households	Total population, 4 years old and over	School-age population, 4 to 25 years old
Total	**196,796,000**	**83,150,000**
English only	167,665,000	71,404,000
Non-English as usual or other language	25,347,000	10,639,000
Spanish	9,904,000	5,162,000
French	2,259,000	967,000
German	2,269,000	794,000
Greek	488,000	189,000
Italian	2,836,000	952,000
Portuguese	349,000	117,000
Chinese	534,000	219,000
Filipino	377,000	174,000
Japanese	524,000	213,000
Korean	246,000	107,000
Other	5,559,000	1,741,000
Not reported	3,786,000	1,106,000

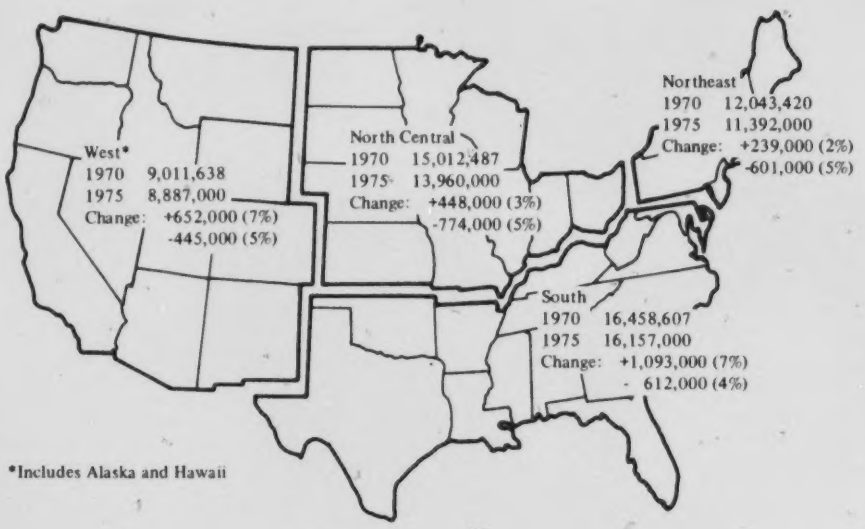
Source of Data: National Center for Education Statistics, July 1975 Survey of Languages

Mobility patterns show that more young persons moved into the South and West than left those regions between 1970 and 1975. The total 5- to 17-year-old population declined for all regions, due to a decline in birth rates.

See Table 1.07

Chart 1.07

Population of 5- to 17-Year-olds and Regional Changes due to Mobility



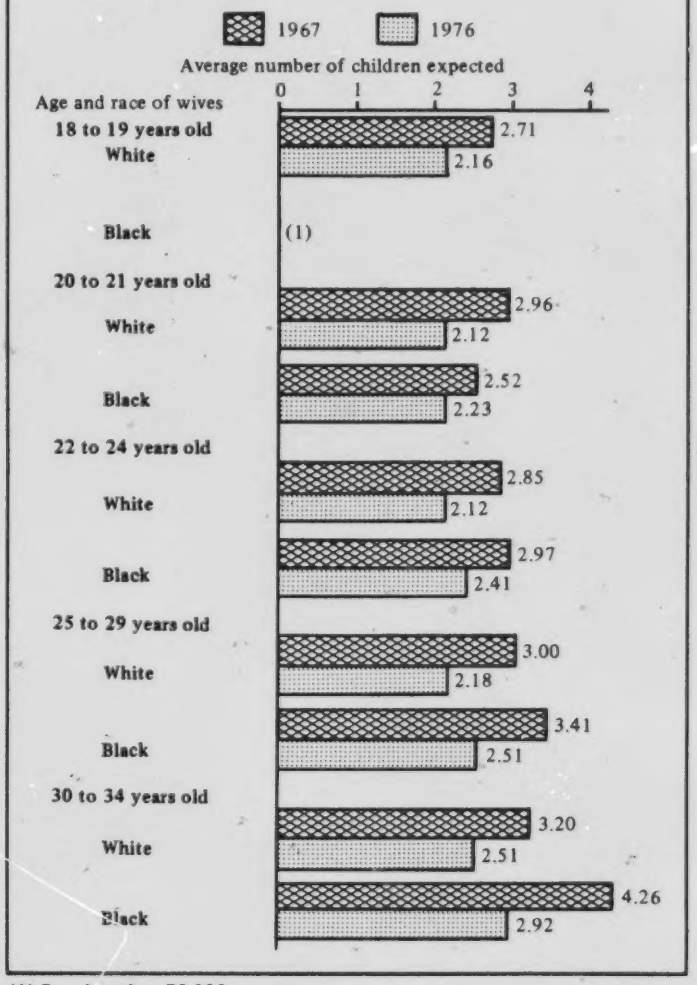
Source of Data: Bureau of the Census

Decreases in lifetime births expected by both Whites and Blacks indicate that family size will continue to decline.

See Table 1.08

Chart 1.08

Average Lifetime Birth Expectancy



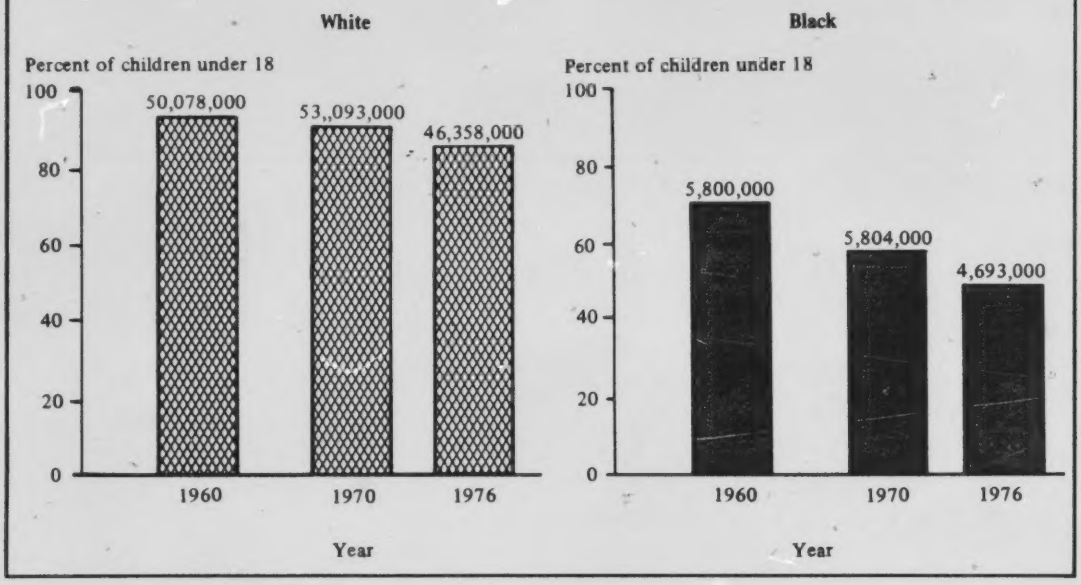
(1) Base less than 75,000
Source of Data: Bureau of the Census

Family status differs markedly for Whites and Blacks. In 1976, fewer than half of the Black children under 18 were living with both parents; of the White children, 85 percent were living with both parents.

See Table 1.09

Chart 1.09

Children Living With Both Parents



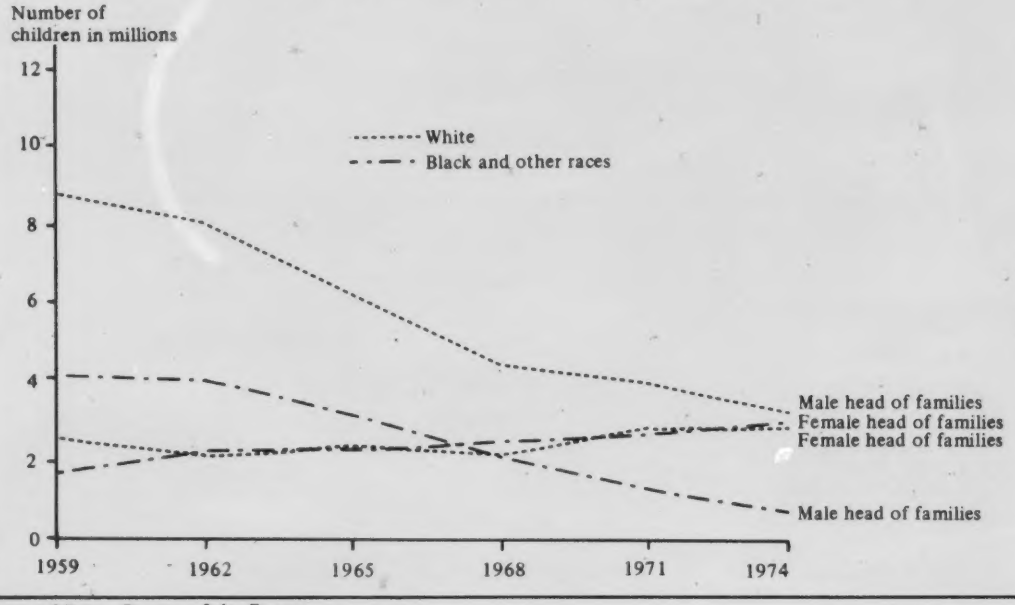
Source of Data: Bureau of the Census

The *percent* of all children who are in families with incomes below the poverty line has decreased since 1959 for households with either males or females as head of household. However, because more children are in families with a female as head, the *number* of children in poverty in these families is increasing for both Whites and Blacks.

See Table 1.10

Chart 1.10

Children Living in Families Below the Poverty Level



Source of Data: Bureau of the Census

Economic Context

The institutions that supply educational services can never escape the influences of the society they serve. Thus, inflation, unemployment, and political and social unrest all impact on education. Education has undergone a period of unprecedented growth necessitated by a rapidly growing school-age population, spurred by economic growth and its concommitant demands for educated manpower, and stimulated by the interest in education as an instrument of social change.

The dimensions of this growth may be traced by noting the magnitude of the education enterprise in relation to the Gross National Product (GNP). While defense spending has shown predictable fluctuations attributable to wartime spending, expenditures on education have changed only a few percentage points in comparison with GNP (chart 1.11). From 1959 to 1975, education expenditures rose from 5.1 to 7.9 percent of GNP. Thus, growth in education expenditures has more than kept up with growth in GNP; both have risen dramatically in the last 15 years of the period. Education expenditures have gone from $24.7 billion in 1959 to $120.1 billion in 1975, while GNP has risen from $486.5 billion to $1,516.3 billion in the same period.

Within the last calendar year, the rate of growth in GNP has slowed. *Real* GNP (in constant dollars) declined in 1974 and 1975. In 1976, it started to rise again. Similarly, the factors responsible for the growth in education have slowed or subsided—some of the school-age population cohorts are declining in size, the appetite of the economy for skilled manpower has been satiated (at least temporarily), and the efficacy of education for securing social change is being questioned. The relative sizes, in the future, of GNP and expenditures on education will mirror not only the effects of economic conditions but also these population changes and shifting social conditions and attitudes.

Obviously, some of the reported growth in education, recorded in expenditure increases, may be attributed to inflation. Both the extent of inflation and its impact on the accessibility of education may in part be ascertained by noting the trend in the generally quoted index of price change, the Consumer Price Index (CPI). Since the index has risen substantially over the last 15 years, the costs of education presented in chapters 2 and 3 will be shown in both current (unadjusted) and constant (adjusted) dollars.

Higher education is one area in which inflation has a critical impact. Because the costs of schooling at this level have traditionally been borne by the recipient, the opportunity to participate in education is tied to the charges for it. Thus, it is useful to compare the trends in total average charges for university students with the CPI. Total student charges for education at the university level rose more rapidly than the CPI between 1965-66 and 1972-73 (chart 1.12). These increases have been reversed in some of the years since 1972-73. The implications of cost for access to education are cited later in the chapters on educational participation (chapter 4) and finance (chapter 6).

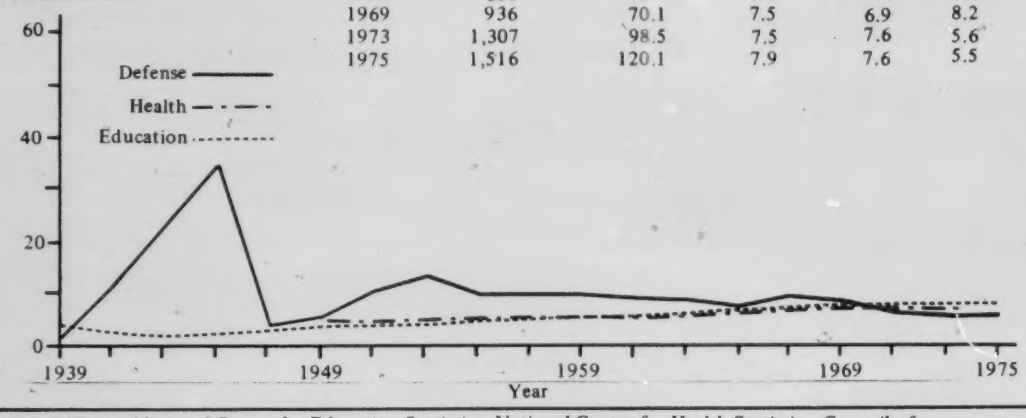
Education and health expenditures have shown similar increases, not only in amounts but also as percents of Gross National Product. Total expenditures in each area have surpassed expenditures on defense since 1971.

See Table 1.11

Chart 1.11

Expenditures as a Percent of Gross National Product (GNP)

Year	GNP (billions of $)	Expenditures for education	Expenditures as a percent of GNP		
			Education	Health	Defense
1953	$ 366	$ 14.0	3.8	4.3	13.3
1957	443	21.1	4.8	4.8	9.9
1961	523	29.4	5.6	5.5	9.0
1965	688	45.4	6.6	5.9	7.2
1969	936	70.1	7.5	6.9	8.2
1973	1,307	98.5	7.5	7.6	5.6
1975	1,516	120.1	7.9	7.6	5.5



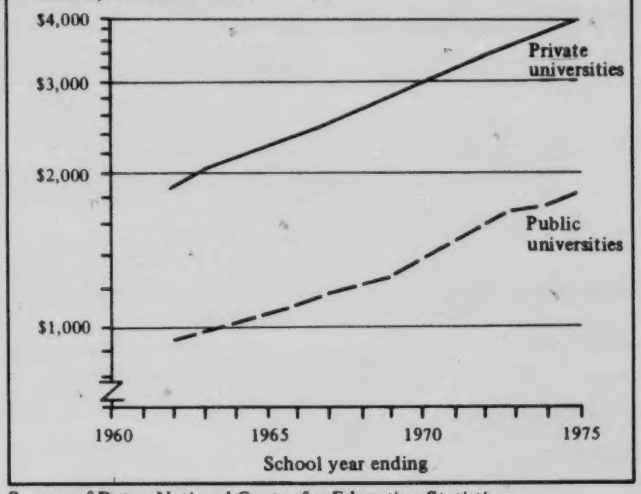
Source of Data: National Center for Education Statistics ,National Center for Health Statistics, Council of Economic Advisers

The effects of inflation on the price of education for consumers may be considered by comparing changes in the Consumer Price Index (CPI) and the costs to students of a university education. Average annual charges for attendance at both public and private universities, shown here on a semilog scale to emphasize the rates of change, rose faster than the CPI between 1960 and 1975.

See Table 1.12

Chart 1.12

Average Charges for University Students

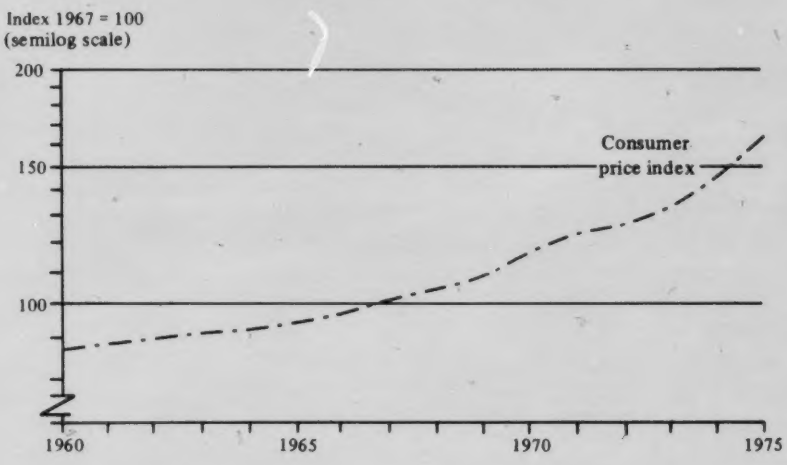


See Table 1.13

Source of Data: National Center for Education Statistics

Chart 1.13

Consumer Price Index



Source of Data: Council of Economic Advisers

Public Opinion

Public support for education has been regarded as fundamental to the health of a democratic nation. It is important not only because of the reliance of educational institutions on the public for financial support but also because the climate that it creates for education is communicated to both students and teachers. This climate affects the conditions *for* education and therefore the quality *of* education delivered and received. Public opinion is thus one of the most important indicators of the present, and future, condition of education.

The public view of many types of institutions and professions has fluctuated in recent years. In comparing public confidence in persons running educational institutions with confidence in other groups, education shows mixed success. While confidence in educational leadership rose slightly from 1975 to 1976, so too did public confidence generally (chart 1.13).

In recent years the public has been remarkably constant in its expression of concern about the public schools. Whether this reflects the persistence of particular problems in the schools or the persistence of the public's perceptions of their importance, the concerns underscore the inseparability of the schools from society's problems. Lack of discipline, integration/segregation, and lack of financial support are the three problems that have been most frequently cited each year since 1970 in a national survey (chart 1.14). In 1976 the frequency with which "poor curriculum" was identified as a problem rose considerably, to occupy third place with "lack of financial support" among problems. The public's responses to a list of ways to improve the quality of public school education overall bears out this concern. The most frequently cited means of improving quality was to devote more attention to teaching of basic skills (chart 1.15).

More than half of the public (56 percent) in 1976 believed that we were spending too little on education; they also held this opinion about health (63 percent), the environment (57 percent), and halting crime (69 percent) (chart 1.16). The attitudes toward spending on education have shifted little since 1973 (chart 1.17).

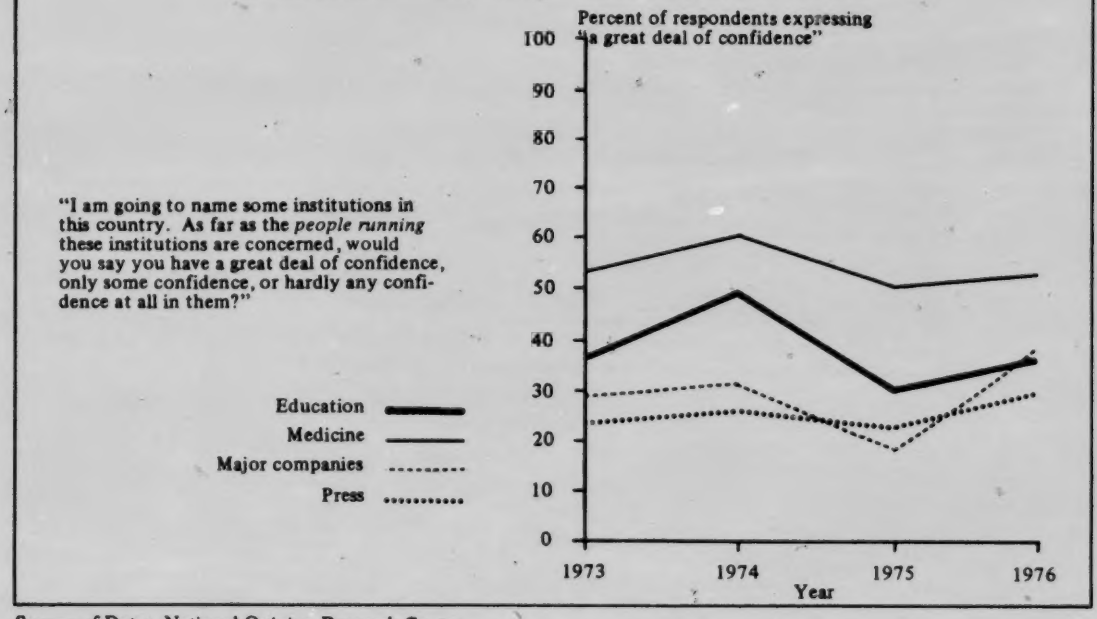
Concern over the quality of education is manifest in public response to the widely announced declines in standardized test scores in recent years (presented in chapter 4). More than half the public in all parts of the country believe that the test score decline reflects a real decline in quality of education (chart 1.18). Perhaps in response to this concern, there was considerably greater interest in 1976 than in 1958 in the imposition of skill requirements for granting high school diplomas (chart 1.19).

The percent of the public expressing "a great deal of confidence" in persons running selected types of institutions in this country increased in 1976, with the rise in confidence in major companies surpassing that in education.

See Table 1.14

Chart 1.14

Confidence in the People Running Institutions



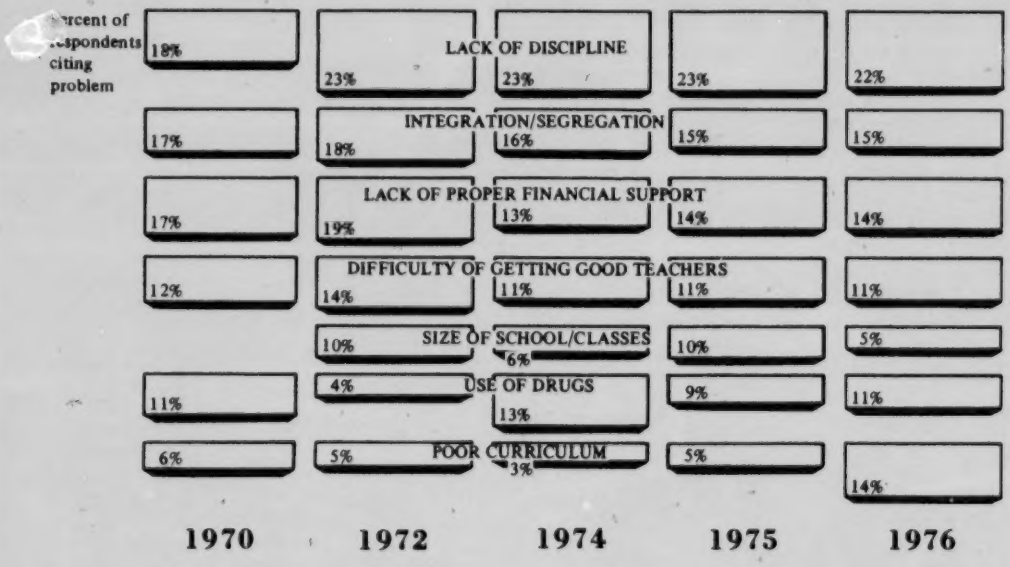
Source of Data: National Opinion Research Center

The three concerns that have led to the public's list of problems facing the public schools since 1970 are lack of discipline, integration/ segregation, and lack of proper financial support.

See Table 1.15

Chart 1.15

Problems Facing the Public Schools: Public Opinion



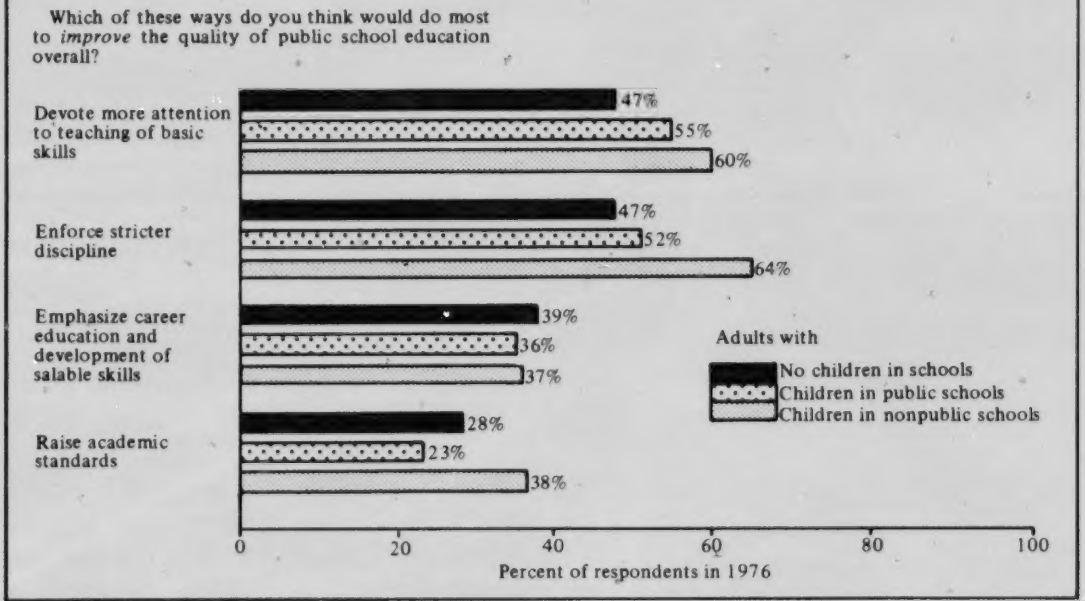
Source of Data: Gallup Poll

More than half the adults with children in schools believe that the schools should both devote more attention to teaching basic skills and enforce stricter discipline.

See Table 1.16

Chart 1.16

How to Improve the Public Schools: Public Opinion



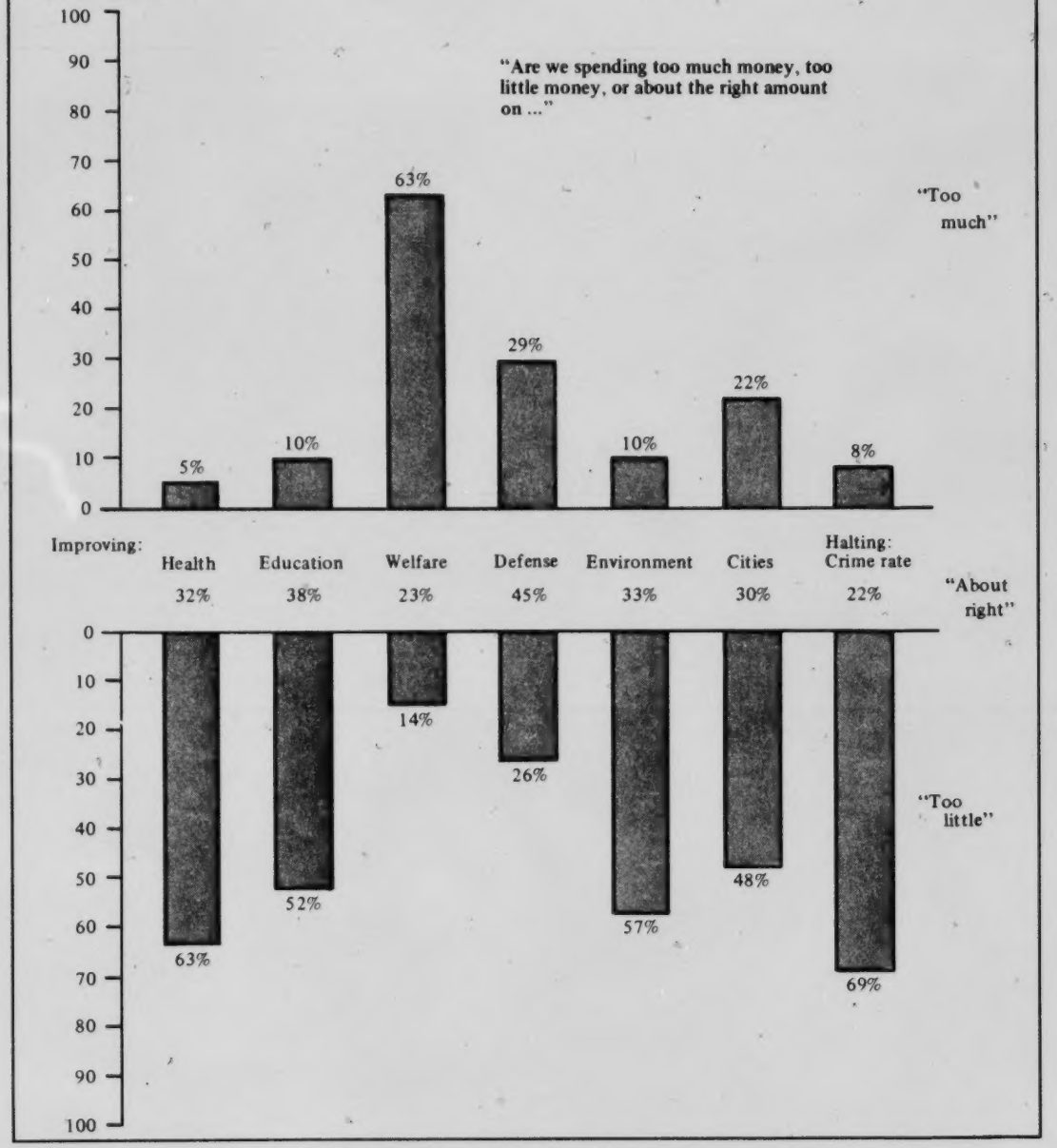
Source of Data: Gallup Poll

More than half of the public believes the country is spending too little on education. Even more persons believe we are spending too little on improvements in health and environment and on halting the crime rate. See Table 1.17

Chart 1.17

Percent of responses in 1976

Public Opinion on Domestic Spending



Source of Data: National Opinion Research Center

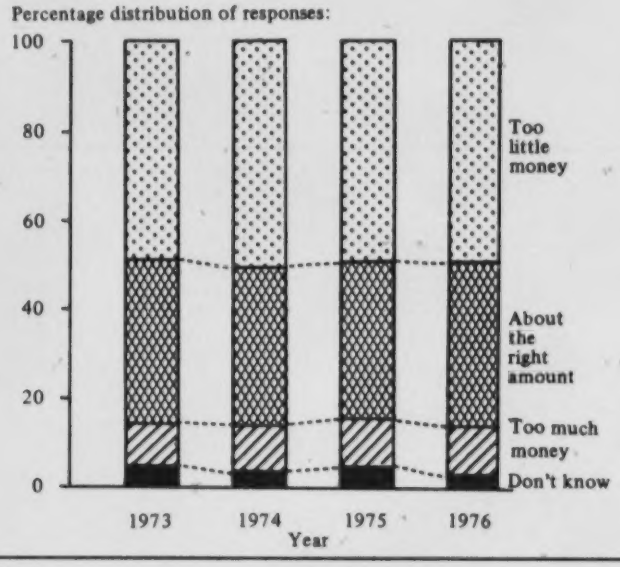
Public opinion on spending levels for education has fluctuated very little since 1973.

See Table 1.18

Chart 1.18

Spending Levels for Education: Public Opinion

"Are we spending too much, too little, or about the right amount on improving the Nation's educational system?"



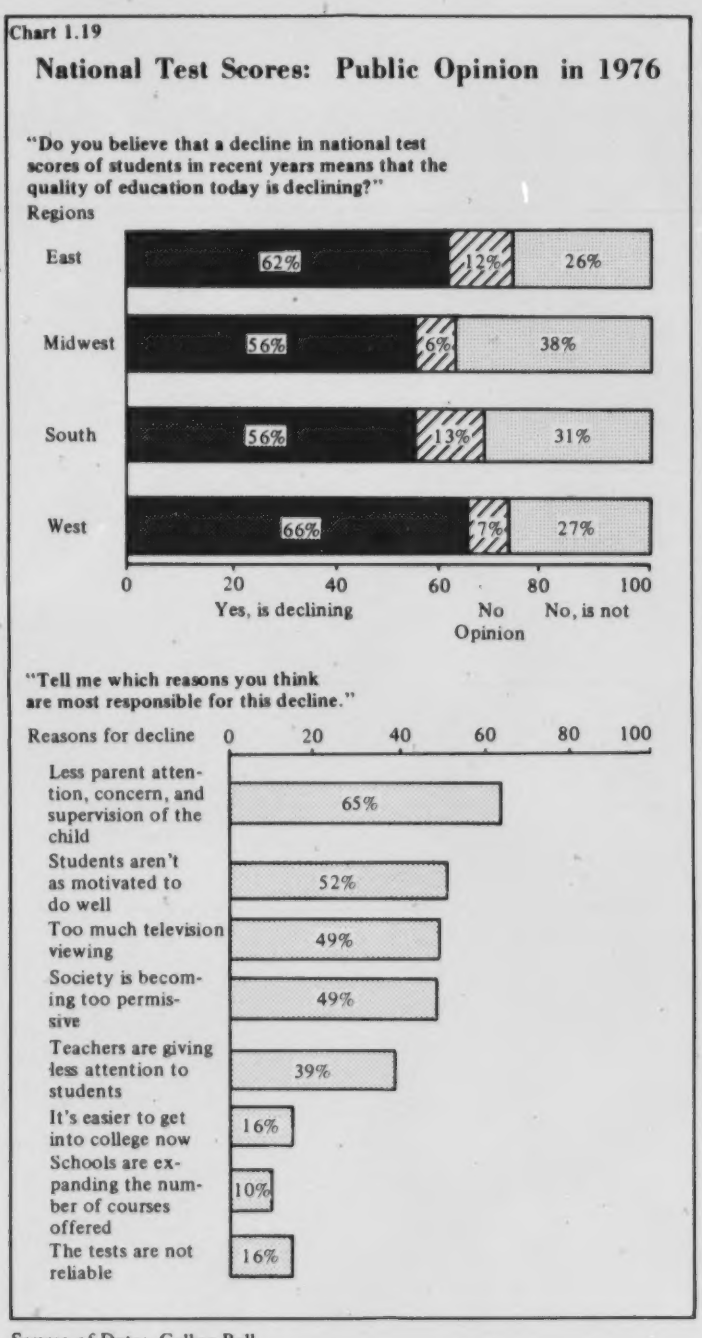
Source of Data: National Opinion Research Center

A higher percentage of persons in the West than in other regions believes that the reported declines in national test scores are due to declining quality of education. Among all respondents, less parent attention, concern, and supervision of the child was most frequently cited as the perceived reason for the decline.

See Table 1.19

Chart 1.19

National Test Scores: Public Opinion in 1976



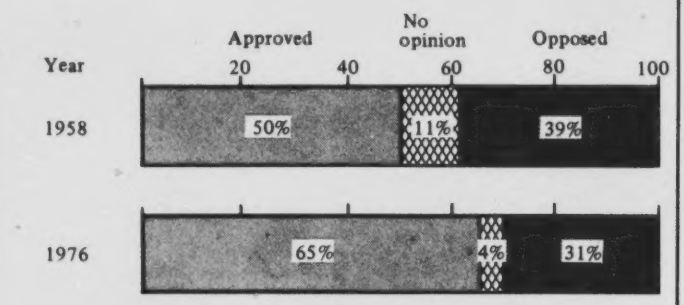
Source of Data: Gallup Poll

A greater proportion of the population favored a nationwide test for high school graduation in 1976 than in 1958. The approval of such a measure is *inversely* related to the educational attainment of the respondents.

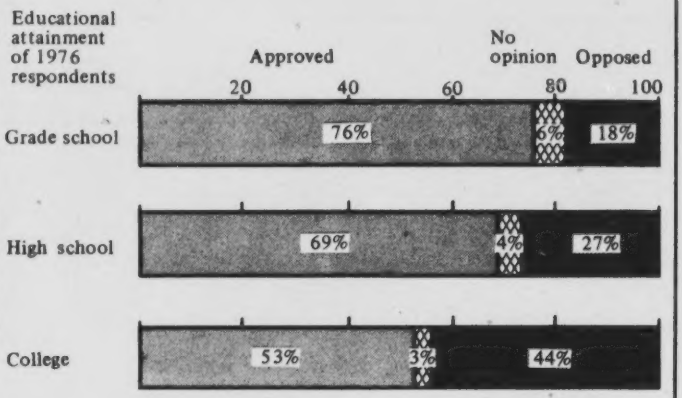
See Table 1.20

Chart 1.20

National Test for Graduation: Public Opinion



"Should all high school students in the United States be required to pass a standard nationwide examination in order to get a high school diploma?"



Source of Data: Gallup Poll

Chapter 2

Elementary and Secondary Education

The Students

The historical context for reviewing the scope of elementary and secondary education in this country is provided by noting the growth in attendance in schools over the past 100 years. Public school enrollment has risen to 89.2 percent of the population of 5- to 17-year-olds (chart 2.01). This fact, together with the enrollment figures for private schools (developed in chapter 4), suggests that nearly all young people are receiving schooling. It remains to consider the nature and equity of the services received by those who are in school and the needs of those who are not.

Four important indicators presented here assist in making an assessment of the condition of elementary and secondary education: the participation rates for preprimary education, the comparative changes in total school enrollments and staffing patterns, the expenditures per pupil for elementary and secondary education, and the high school graduation rate. These diverse measures provide some benchmarks for examining the evidence on reduction in disparities in educational services and outcomes.

Preprimary education has experienced considerable growth in recent years (chart 2.02). The evidence regarding its effectiveness in facilitating achievement is mixed, but it clearly alters the student population entering the schools and thus may change aspects of the schools' traditional functions and responsibilities. This growth may be attributable both to directed, programmatic efforts to secure educational opportunities for young children and to recent social changes in traditional household living and occupational arrangements (chart 2.03).

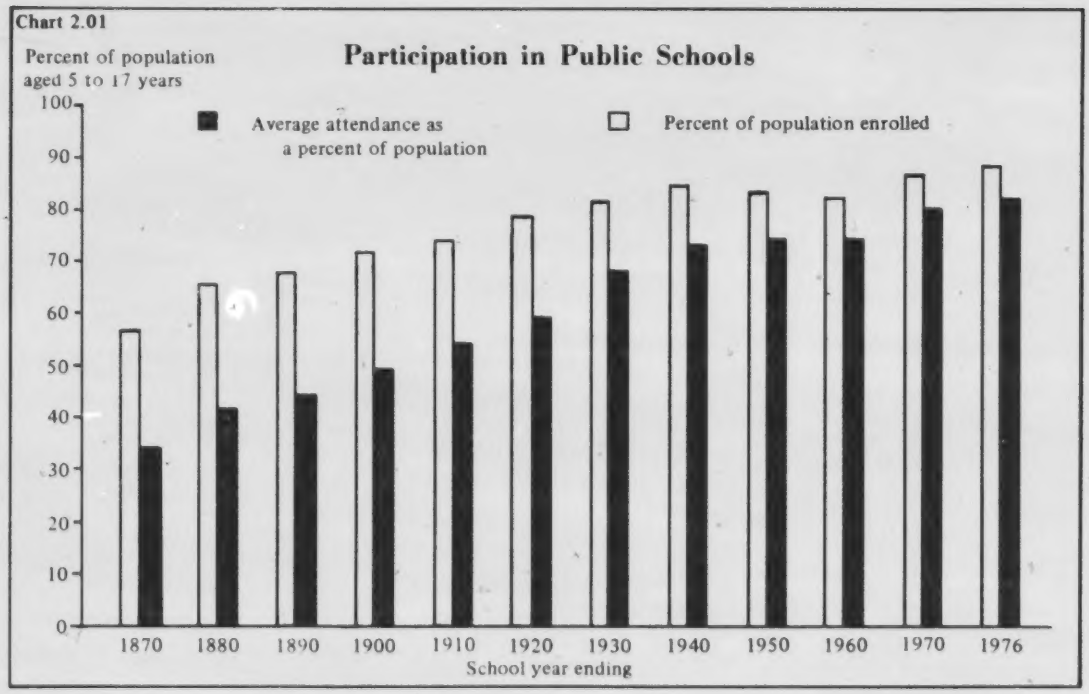
The demographic trends identified in chapter 1 affect the schools directly. Total enrollments in elementary and secondary schools by State have experienced the declines implied by changing population cohorts. However, the actual *incidence* of enrollment peaks has varied by census region and geographic area (chart 2.04). Some areas are experiencing the problems that go with rising enrollments and the consequent strain on available resources at the same time that other areas are burdened with excess capacity and under-utilized staff and resources. The concentrations of total population in the country are mirrored by school enrollments. The disparities in the distributions of geographic area and population are considerable (chart 2.05).

Another phenomenon that has impact on the schools is the extent of urbanization of the population. Our largest cities have enrollments larger than many States (chart 2.06). Thus, large numbers of students are enrolled in systems that may have the benefits of geographic proximity but also experience the sociological and financial problems typically associated with urban areas. These problems will be discussed in greater detail in chapter 6.

Attendance as well as enrollments in public elementary and secondary schools has increased dramatically in the past 100 years. In 1870, 59.3 percent of enrolled pupils were attending daily. By 1976, attendance had risen to 92.3 percent.

See Table 2.01

Chart 2.01

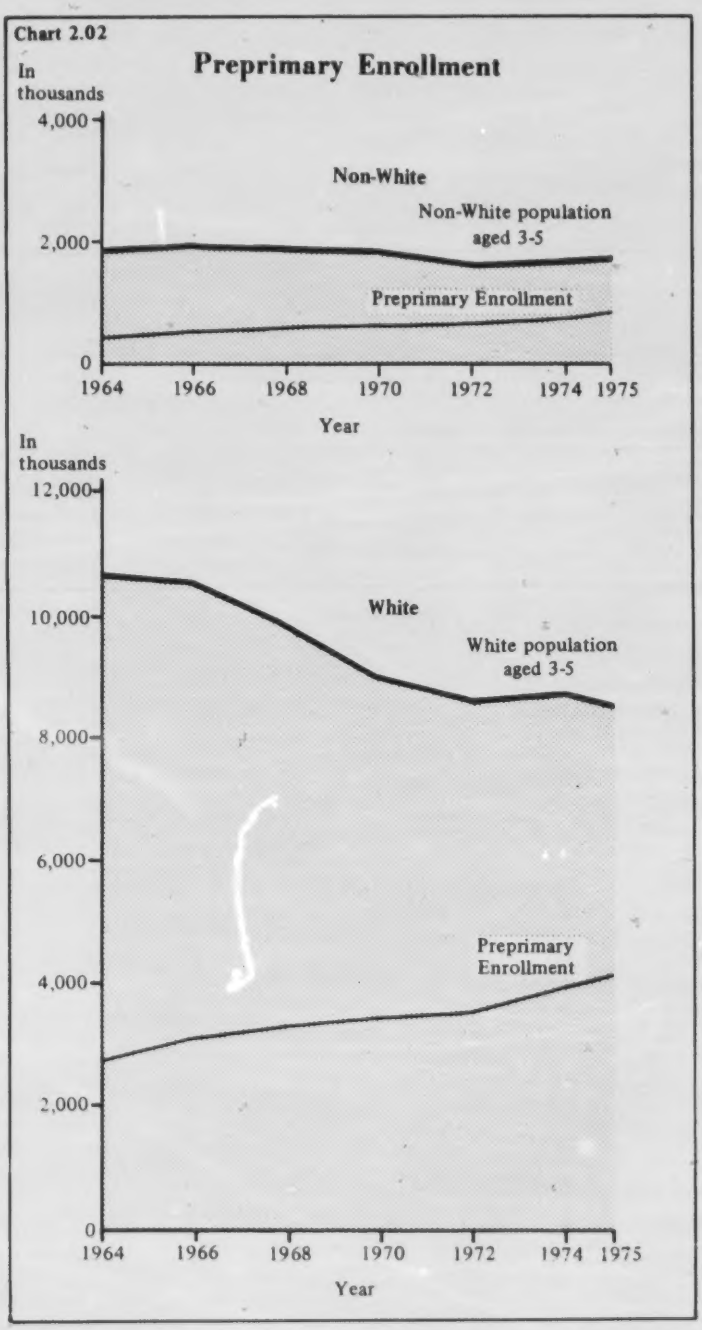


Source of Data: National Center for Education Statistics

The participation rates for preprimary education have risen for both non-Whites and Whites, reaching 48 percent for both groups in 1975.

See Table 2.02

Chart 2.02

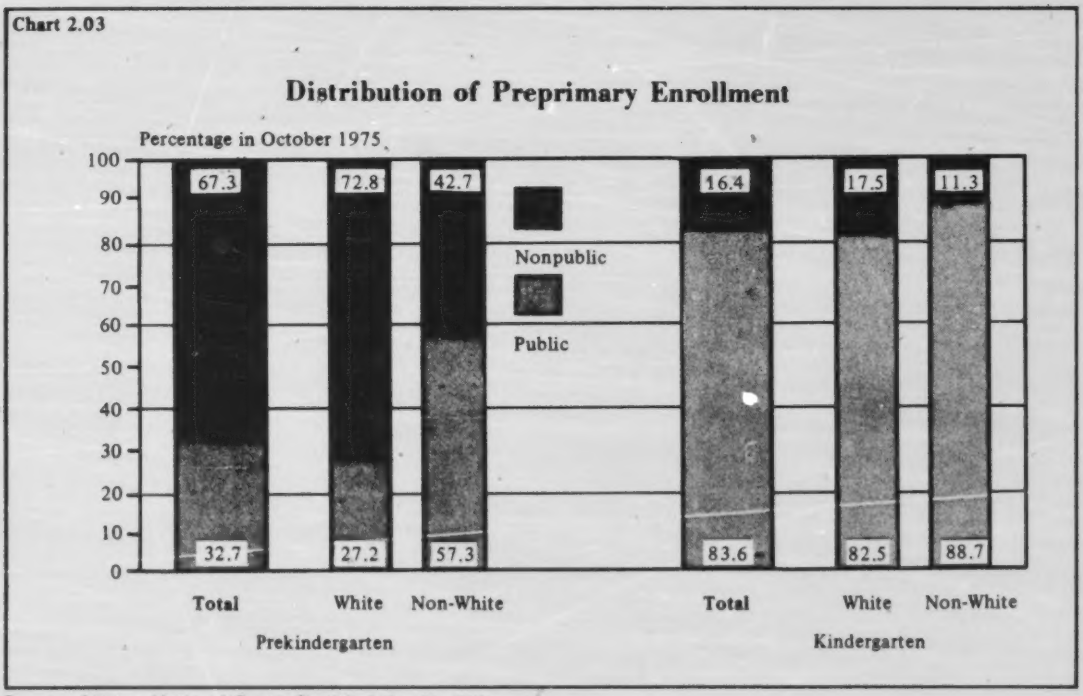


Source of Data: National Center for Education Statistics

Both public and nonpublic prekindergarten programs offer services to young children; the majority of Whites are enrolled in private programs, while the majority of Blacks are in public programs. At the kindergarten level, public programs serve the great majority of both Whites and Blacks.

See Table 2.03

Chart 2.03



Source of Data: National Center for Education Statistics

While many States are experiencing small fluctuations in public school enrollments, most have passed their peak enrollment years attributable to the baby boom.

Chart 2.04

Elementary and Secondary Public School Enrollment, by State

State or other area	Fall 1962	Fall 1964	Fall 1966	Fall 1968	Fall 1970	Fall 1972	Fall 1974	Fall 1975
				(In thousands)				
United States	**38,837**	**41,416**	**43,055**	**44,962**	**45,903**	**45,753**	**45,056**	**44,838**
Northeastern Region	8,174	8,726	9,070	9,537	9,842	9,978	9,760	9,662
New England	2,013	2,129	2,284	2,395	2,525	2,583	2,577	2,557
Maine	213	218	222	232	245	250	251	251
New Hampshire	116	125	134	146	159	168	172	175
Vermont	78	82	88	100	103	107	105	105
Massachusetts	943	993	1,083	1,112	1,168	1,203	1,210	1,198
Rhode Island	143	151	160	173	188	190	179	176
Connecticut	520	560	597	632	662	665	660	652
Middle Atlantic	6,161	6,597	6,786	7,142	7,317	7,395	7,183	7,105
New York	2,943	3,130	3,249	3,411	3,477	3,524	3,436	3,401
New Jersey	1,159	1,255	1,326	1,421	1,482	1,510	1,470	1,458
Pennsylvania	2,059	2,212	2,211	2,310	2,358	2,361	2,277	2,246
North Central Region	10,854	11,614	12,125	12,717	12,963	12,880	12,490	12,329
East North Central	7,560	8,123	8,539	8,941	9,189	9,186	8,925	8,826
Ohio	2,082	2,230	2,320	2,384	2,426	2,423	2,330	2,293
Indiana	1,029	1,100	1,155	1,205	1,231	1,221	1,187	1,226
Illinois	1,890	2,043	2,159	2,274	2,357	2,349	2,296	2,270
Michigan	1,792	1,919	2,015	2,124	2,181	2,198	2,138	2,073
Wisconsin	767	831	890	954	994	995	974	964
West North Central	3,294	3,491	3,586	3,776	3,774	3,694	3,565	3,503
Minnesota	733	788	835	895	921	910	890	880
Iowa	598	620	636	658	660	646	617	612
Missouri	858	948	964	1,056	1,039	1,030	1,002	965
North Dakota	142	148	148	149	147	142	133	131
South Dakota	166	164	168	167	166	162	154	151
Nebraska	361	317	319	329	329	329	319	316
Kansas	502	506	516	522	512	475	450	448
Southern Region	12,981	13,650	14,069	14,525	14,759	14,631	14,624	14,654
South Atlantic	6,071	6,425	6,635	6,902	7,031	7,063	7,097	7,102
Delaware	92	105	113	125	133	134	131	127
Maryland	668	736	791	859	916	921	894	881
District of Columbia	133	141	147	149	146	140	132	130
Virginia	906	969	1,003	1,056	1,079	1,069	1,093	1,104
West Virginia	436	436	421	410	400	410	404	404
North Carolina	1,140	1,179	1,184	1,195	1,192	1,161	1,178	1,185
South Carolina	611	633	642	649	638	624	627	630
Georgia	991	1,042	1,074	1,103	1,099	1,090	1,081	1,090
Florida	1,094	1,184	1,260	1,356	1,428	1,514	1,557	1,551
East South Central	2,860	2,927	3,001	2,997	2,956	2,916	2,851	2,840
Kentucky	647	663	674	699	717	715	701	692
Tennessee	838	864	874	884	900	892	873	877
Alabama	812	821	873	832	805	783	764	759
Mississippi	563	579	580	582	534	526	513	512
West South Central	4,050	4,298	4,433	4,626	4,772	4,652	4,676	4,712
Arkansas	436	448	451	453	463	461	454	457
Louisiana	760	786	821	865	842	846	841	847
Oklahoma	563	600	598	604	627	607	596	595
Texas	2,291	2,464	2,563	2,704	2,840	2,738	2,785	2,813
Western Region	6,830	7,425	7,794	8,184	8,341	8,263	8,180	8,192
Mountain	1,775	1,911	1,981	2,065	2,149	2,233	2,227	2,244
Montana	157	165	168	173	177	180	172	172
Idaho	167	173	175	179	182	185	188	197
Wyoming	83	88	85	86	87	86	87	88
Colorado	438	476	499	524	550	574	568	569
New Mexico	239	260	271	273	281	285	282	275
Arizona	353	366	383	411	440	485	487	493
Utah	258	283	292	301	304	306	306	310
Nevada	80	100	108	118	128	132	137	140
Pacific	5,055	5,514	5,813	6,119	6,192	6,030	5,953	5,948
Washington	685	719	753	804	818	791	785	785
Oregon	413	441	474	490	480	471	477	478
California	3,755	4,140	4,358	4,582	4,633	4,501	4,427	4,420
Alaska	50	56	62	71	80	85	87	89
Hawaii	152	158	166	172	181	182	177	176
Outlying areas	**634**	**663**	**701**	**711**	**734**	**780**	**786**	**771**
American Samoa	6	7	8	8	9	8	10	10
Canal Zone	13	13	13	14	13	13	11	11
Guam	15	16	18	21	25	27	28	29
Puerto Rico	592	618	651	668	687	711	713	697
Virgin Islands	8	9	10	–	–	21	23	24

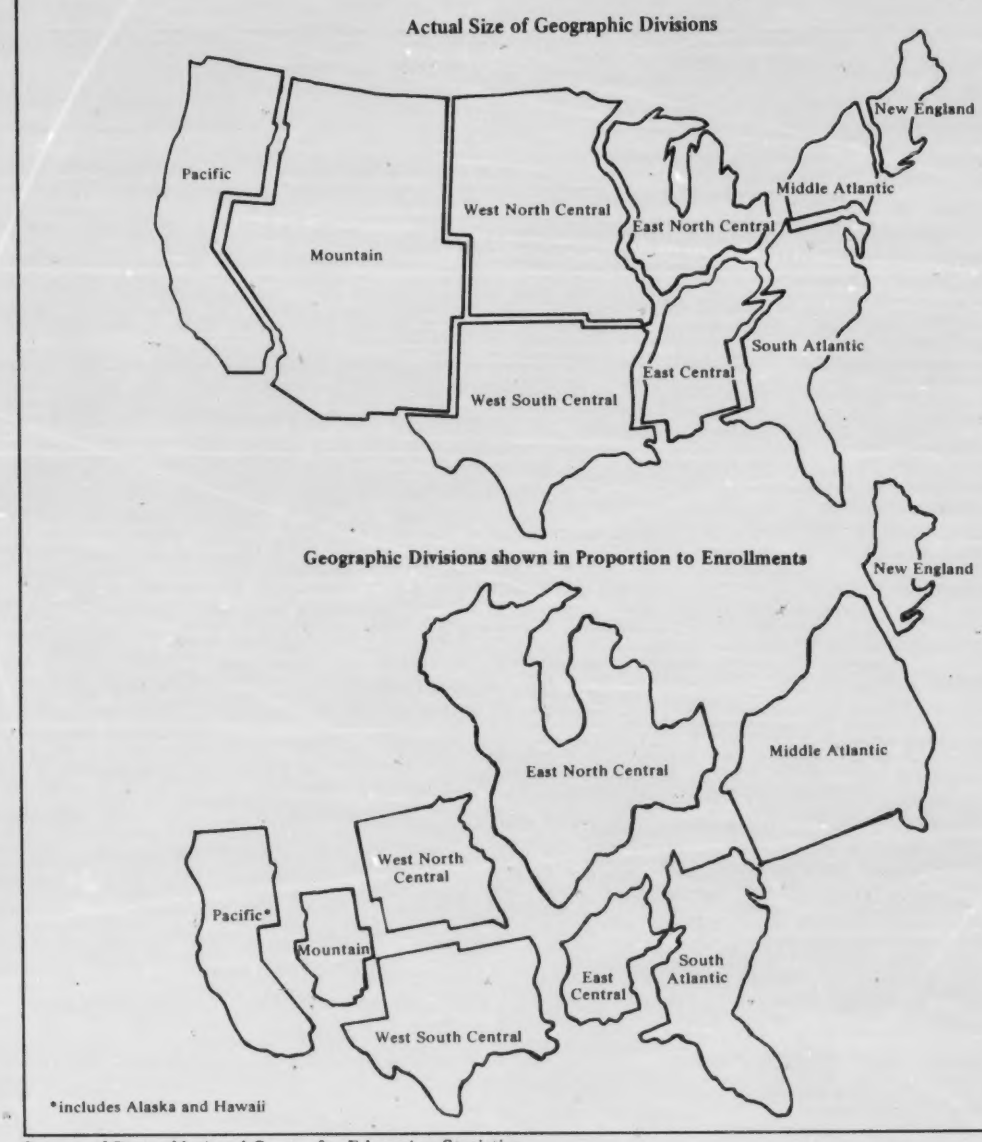
NOTE: Bars shaded to peak year of public school enrollment.
Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of Public Elementary and Secondary Day Schools.*

Public school enrollments reflect population densities, which are generally greater in the eastern part of the country than in the western states. When a map of the United States is partitioned by geographic divisions, the western divisions dominate the map. Adjusting areas to show proportionate enrollments gives the eastern regions greater importance.

Chart 2.05

Enrollment of Public Elementary and Secondary Schools: Fall 1975



Source of Data: National Center for Education Statistics

Enrollments in the largest cities exceed the enrollments in many States.

Chart 2.06

Public Elementary and Secondary School Enrollment in States and Large Cities

States and large cities, ranked by enrollment	Rank	Enrollment in Fall 1975
California	1	4,419,571
New York	2	3,401,214
Texas	3	2,812,888
Ohio	4	2,292,647
Illinois	5	2,269,892
Pennsylvania	6	2,246,218
Michigan	7	2,073,288
Florida	8	1,551,373
New Jersey	9	1,458,000
Indiana	10	1,226,208
Massachusetts	11	1,198,410
North Carolina	12	1,184,996
Virginia	13	1,103,669
Georgia	14	1,090,292
New York City, N.Y.	15	1,085,807
Missouri	16	965,360
Wisconsin	17	964,219
Maryland	18	880,927
Minnesota	19	879,944
Tennessee	20	876,926
Lousiana	21	847,202
Washington	22	785,449
Alabama	23	759,346
Kentucky	24	691,612
Connecticut	25	652,449
South Carolina	26	629,729
Iowa	27	612,111
Los Angeles, Calif.	28	608,998
Oklahoma	29	594,816
Colorada	30	569,128
Chicago, Ill.	31	526,716
Mississippi	32	512,407
Arizona	33	492,995
Oregon	34	477,559
Arkansas	35	456,703
Kansas	36	448,064
West Virginia	37	404,119
Nebraska	38	315,669
Utah	39	309,708
New Mexico	40	274,612
Philadelphia, Pa.	41	265,674
Maine	42	250,931
Detroit, Mich.	43	248,007
Houston, Tex.	44	208,681
Idaho	45	196,616
Hawaii	46	176,430
Rhode Island	47	176,317
Phoenix, Ariz.	48	175,111
New Hampshire	49	174,597
Montana	50	171,788
Baltimore, Md.	51	166,370
South Dakota	52	151,217
Dallas, Tex.	53	151,187
Nevada	54	139,745
North Dakota	55	131,331
Washington, D.C.	56	129,969
Delaware	57	127,476
Vermont	58	104,874
Alaska	59	89,295
Wyoming	60	88,184

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of Public Elementary and Secondary Day Schools*, Fall 1975.

The Staff

The growth in school enrollments has been accompanied by both growth and change in school personnel. The number of teachers at the elementary level has risen faster than total enrollment, with a resulting decline in the pupil-teacher ratio. By examining the enrollment and staff increases together, this decline can be observed by comparing the slopes of lines charted on a semilog scale (chart 2.07). Similarly, a rapid rise in the number of guidance personnel reveals that the scope of school services has expanded to respond to a more comprehensive view of the responsibilities of the school. The distribution of employment by sex for school staff reveals a strong dominance of traditional sex roles. Administrative positions are held predominantly by males; teaching positions, by females (chart 2.08).

The nationwide shortage of teachers that persisted in the United States from the late 1950's through the 1960's came to an end in 1970. By 1972 there was a surplus. However, the dynamics of the marketplace seem to be responding to the situation; there is a decline in the number of students entering teacher training programs. Nonetheless, an imbalance still exists in the market for beginning teachers. Approximately 70,000 persons prepared as teachers will graduate in the spring of 1977 and fail to find employment in the classroom (chart 2.09).

While teachers in many subject areas are in oversupply, there is continuing interest in increasing the supply of teachers in a number of fields. A variety of efforts have been devoted to the improvement of opportunities for handicapped children and to the strengthening of occupational and vocational education. These efforts have been influential in increasing the supply of special education teachers but have had less influence on the supply of occupational and vocational teachers receiving bachelor's degrees in their specialty (chart 2.10). Certification to teach in the occupational and vocational areas does not always require a bachelor's degree, however, so the numbers of persons receiving degrees do not completely represent the supply of beginning teachers.

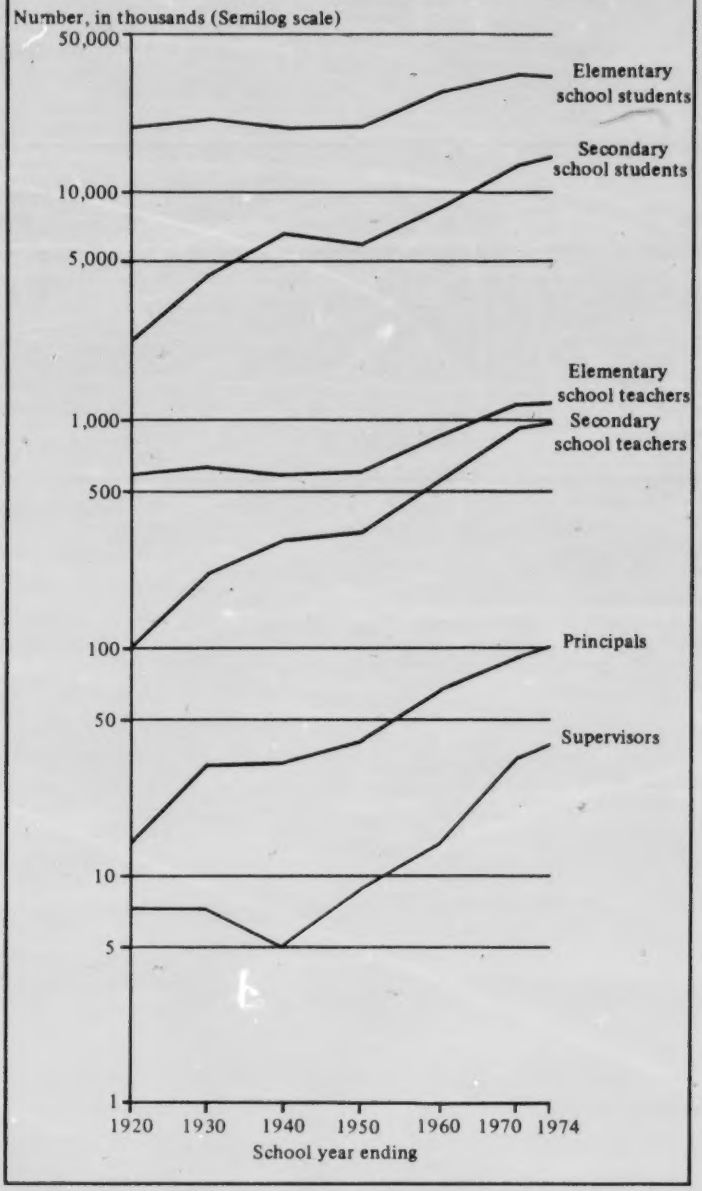
Teacher education has recently devoted a vast amount of time to the detailed investigation and specification of profession-related knowledge, skills, and behaviors as a part of the competency-based teacher education movement. The effects of the movement can be observed by noting that 47 percent of the teacher education programs in 1976 indicated that a formal statement of learning objectives and competencies had been developed, an additional 39 percent indicated that such a statement was being developed or was pending approval, and 14 percent indicated that the matter was not being considered (chart 2.11).

Increases in the numbers of elementary and secondary school teachers have reflected the steady growth in enrollment since 1920. Since 1950, the number of supervisors has increased much more rapidly than enrollments.

See Table 2.07

Chart 2.07

Public Elementary and Secondary School Enrollment and Instructional Staff

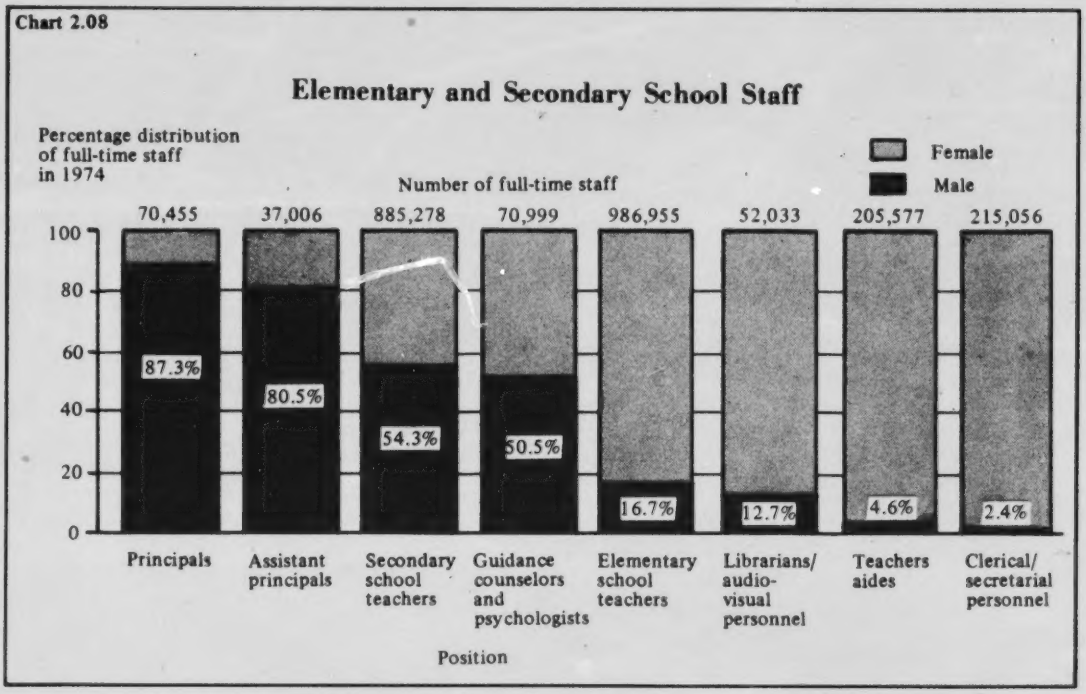


Source of Data: National Center for Education Statistics

The staff composition of elementary and secondary schools reflects traditional patterns by sex; while 87.3 percent of principals were males, only 16.7 percent of elementary school teachers were males in 1975.

See Table 2.08

Chart 2.08

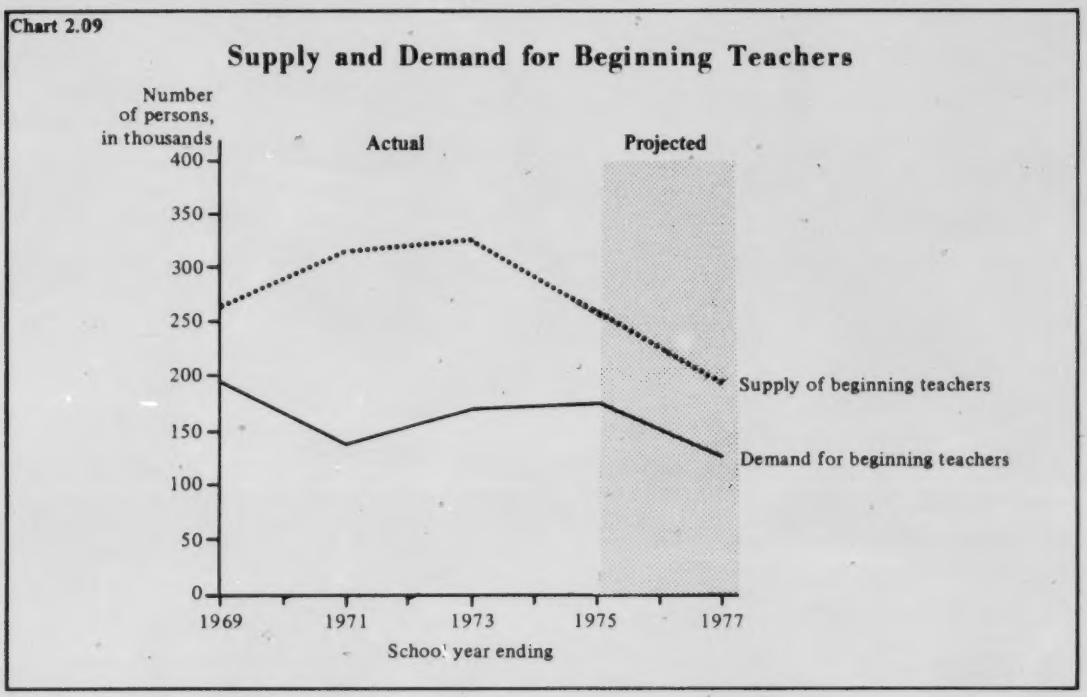


Source of Data: Equal Employment Opportunity Commission

The supply of beginning teachers is declining. The supply, however, is still in excess of demand.

See Table 2.09

Chart 2.09



Source of Data: National Center for Education Statistics

Graduates qualified to teach in the area of special education have increased in number since 1972-73, in contrast to the number of graduates in general elementary and secondary education.

See Table 2.10

Chart 2.10

Supply of Beginning Teachers by Area

Source of Data: National Center for Education Statistics

About half of the Nation's teacher education programs have adopted a written statement of learning objectives or competencies to be attained by their trainees.

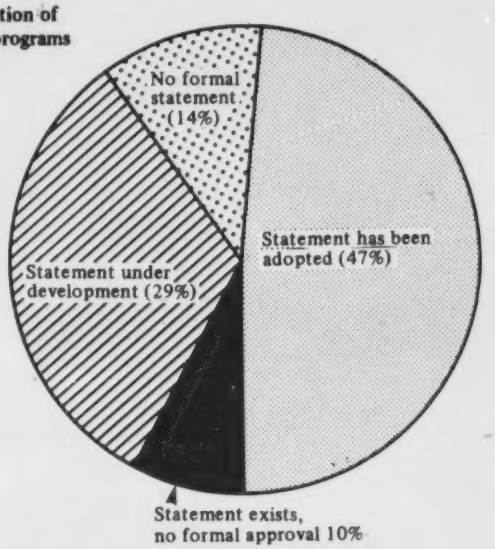
See Table 2.11

Chart 2.11

Status of Competency-Based Teacher Education

Percentage distribution of teacher education programs

"Does this teacher program have a written statement of learning objectives or competencies to be attained by individuals in the fulfillment of professional teaching responsibilities?"

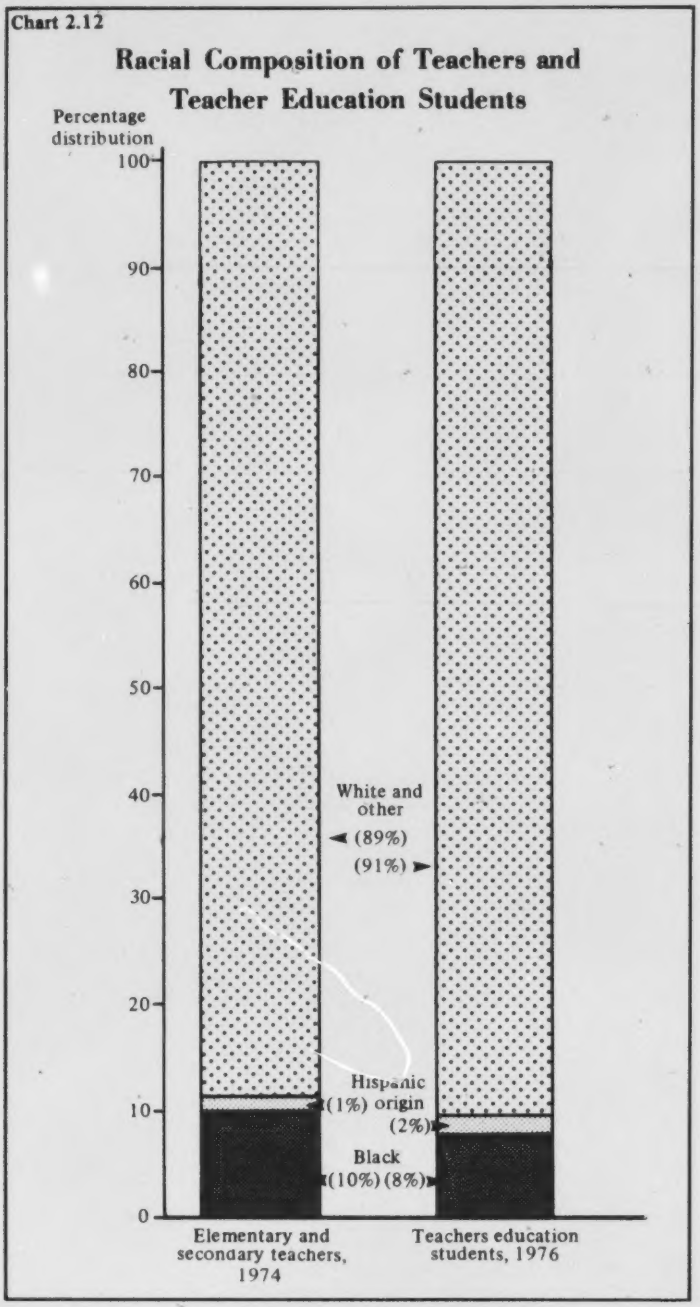

No formal statement (14%)
Statement has been adopted (47%)
Statement under development (29%)
Statement exists, no formal approval 10%

Source of Data: National Center for Education Statistics

Data describing the ethnic backgrounds of teachers and teacher education students were obtained from different sources and hence are not strictly comparable. However, it appears that a somewhat smaller percent of teacher education students than teachers generally are from minority groups.

See Table 2.12

Chart 2.12



Source of Data: Equal Employment Opportunity Commission, National Center for Education Statistics

The Schools, the Costs, and the Outcomes

The institutional characteristics of the organized systems offering education are continuing to change. The number of separate school districts is declining, as consolidation continues in those areas where many districts were required initially because of sparsely settled regions. The consolidations have had little effect on the sizes of school districts, because most of the consolidations are occurring among smaller districts (chart 2.13). More than half of the districts enroll between 300 and 900 students (chart 2.14), over 4,000 of them with fewer than 300 students.

The total expenditures on elementary and secondary education, from all sources, are projected to reach a high of $81.9 billion in current dollars in 1976. While this growth in absolute terms is in part due to inflation, it is of interest that the *shares* of expenditures have shifted slightly, with States carrying a larger part of the total (chart 2.15). While total expenditures of the nation's elementary and secondary schools, public and nonpublic, rose considerably between 1966 and 1976 even in constant 1975-76 dollars, from $53.1 billion to $77.1 billion, they are expected to level off, reflecting a predicted decline in population. Capital outlay expenditures are projected to remain almost constant, with the variations attributable to current expenditures (chart 2.16). These figures suggest the obvious influence of enrollments on costs but deliberately ignore the effects of inflation. While inflation is one of the factors affecting school finance, discussed in chapter 6, its effect may be observed in the increases in per pupil expenditures shown in both current (unadjusted) and constant 1975-76 dollars (chart 2.17).

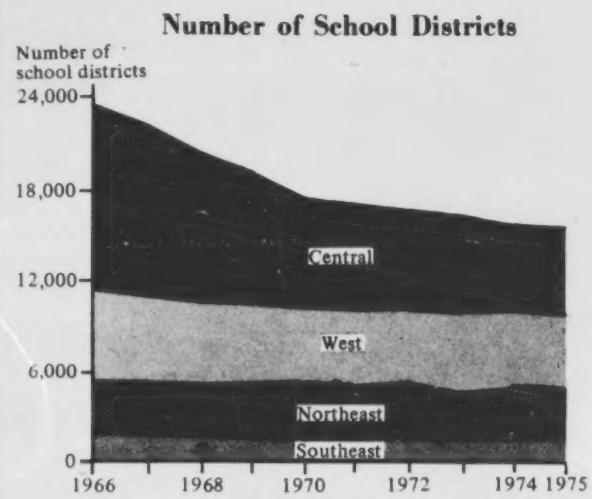
The belief that all persons are entitled to a basic education has focused attention on the proportion of persons who have graduated from high school. If a high school education does indeed constitute a "basic education," then statistics on the portion of the population who receive diplomas clearly do provide a measure of how well formal education has done in achieving this goal. Since persons receive diplomas through completion of a course of study in high school or through a variety of "high school equivalency" programs, high school graduates alone thus tend to underrepresent the true number of completions. However, a comparison of high school graduates with the size of the 17-year-old population in a given year does provide an indication of the rate of completion of a basic education on the schedule intended. It is significant that this ratio has displayed little change since 1964. It exhibited a phenomenal increase between the years 1909 and 1940, rising from 8.0 percent to 50.8 percent (chart 2.18). But following another rapid rise after 1945, it reached 76.3 percent in 1965 and has not passed 78.0 percent in the years following.

Some caution as to the *validity* of using high school graduation as a proxy for achieving a basic education is offered by recent moves to institute performance-based tests as a requirement for high school graduation, supplementing or replacing the traditional earning of credits through course completions. By June of 1976, a total of 29 States were either planning or implementing some form of performance-based program for high school graduation (chart 2.19).

The consolidation of small school districts is continuing particularly in the Central region, where large numbers of school districts were once necessary to serve geographically isolated areas.

See Table 2.13

Chart 2.13

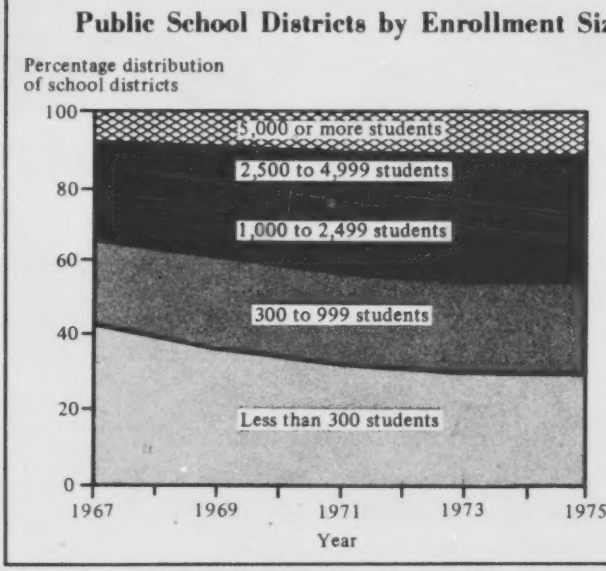


Source of Data: National Center for Education Statistics

In spite of school district consolidation, many small districts are still operating. Of the 16,006 school districts operating in 1975, more than three-fourths had enrollments of fewer than 2,500 pupils.

See Table 2.14

Chart 2.14

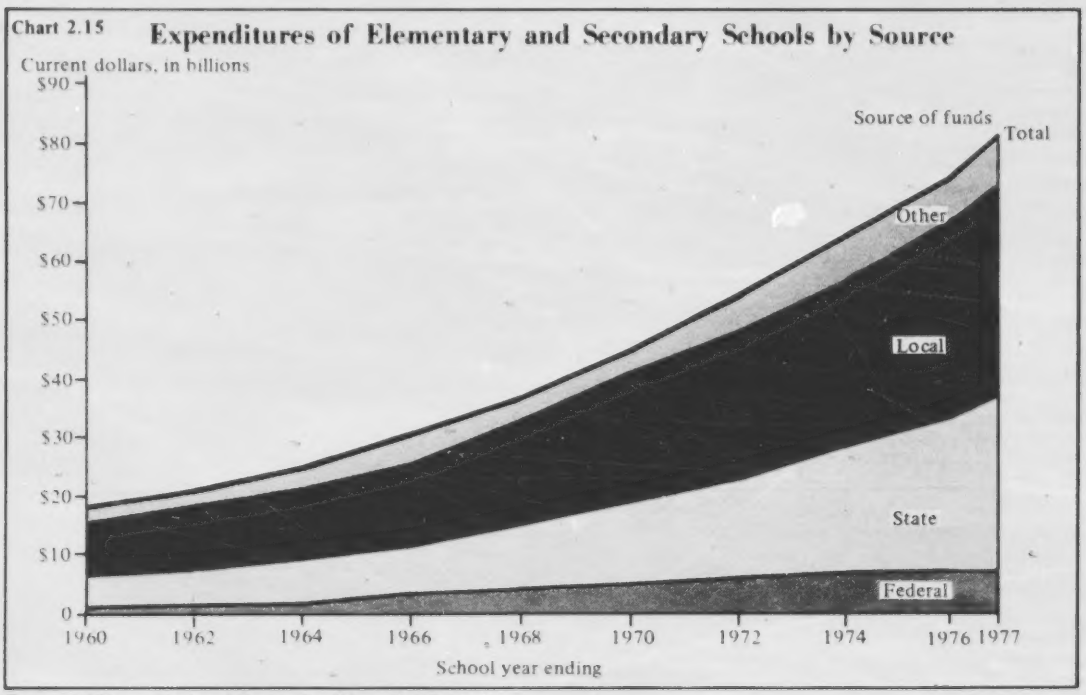


Source of Data: National Center for Education Statistics

Total expenditures of elementary and secondary schools will reach an estimated $81.9 billion in 1976-77. Of this total, about 8 percent comes from Federal sources, 38 percent from State sources, 42 percent from local sources, and 11 percent from other sources.

See Table 2.15

Chart 2.15 **Expenditures of Elementary and Secondary Schools by Source**



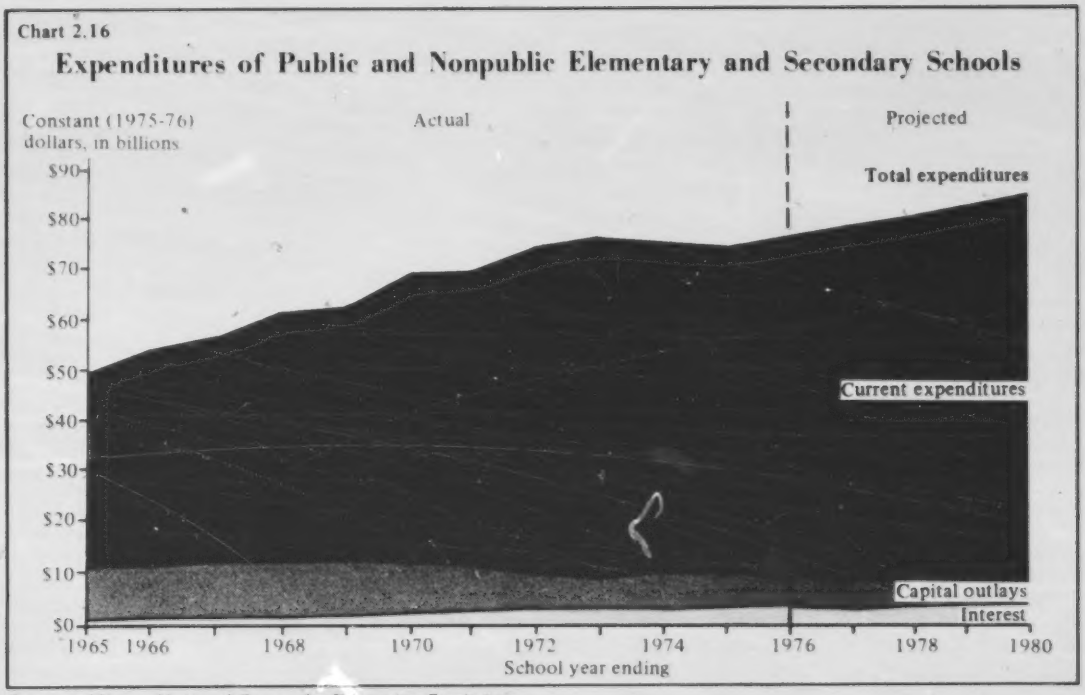
Source of Data: National Center for Education Statistics

Expenditures of public and nonpublic elementary and secondary schools are expected to rise at least through 1980, to a projected $83.2 billion in constant 1975-76 dollars.

See Table 2.16

Chart 2.16

Expenditures of Public and Nonpublic Elementary and Secondary Schools

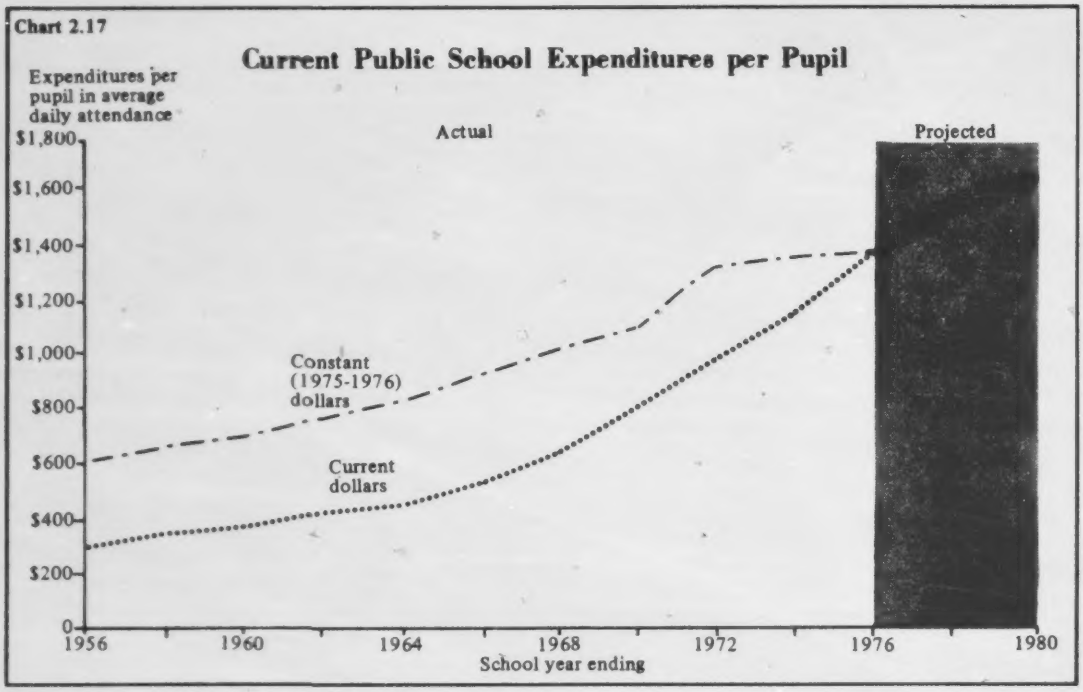


Source of Data: National Center for Education Statistics

Per-pupil expenditures were $1,388 in 1975-76; they are expected to rise to $1,665 in constant 1975-76 dollars by 1979-80.

See Table 2.17

Chart 2.17

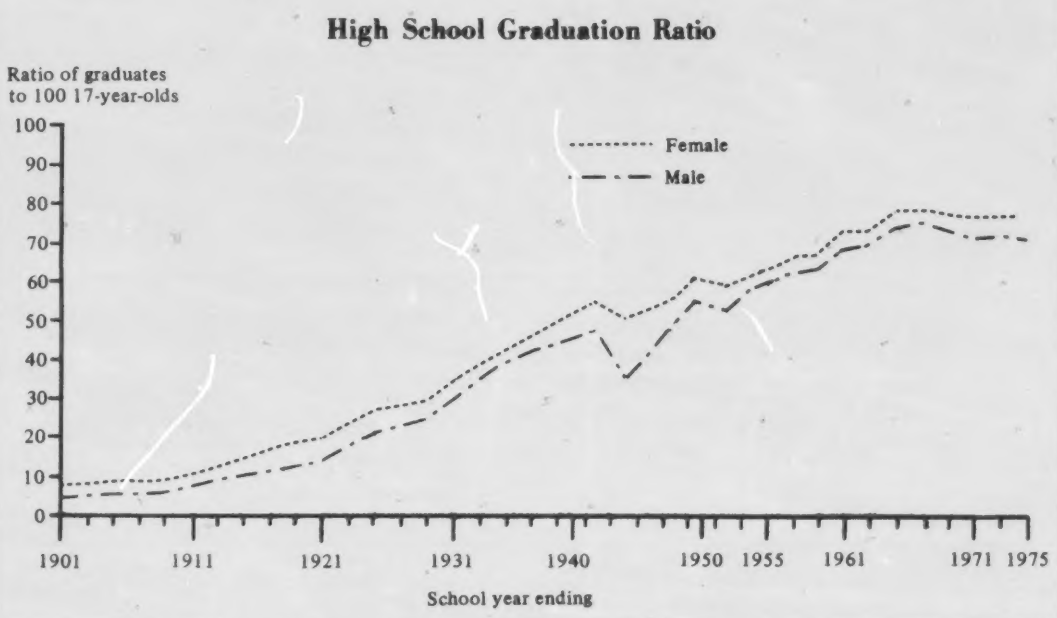


Source of Data: National Center for Education Statistics

The ratio of high school graduates to the 17-year-old population has remained higher for females than for males since 1901. The ratio has not risen above 78:100 in any year.

See Table 2.18

Chart 2.18



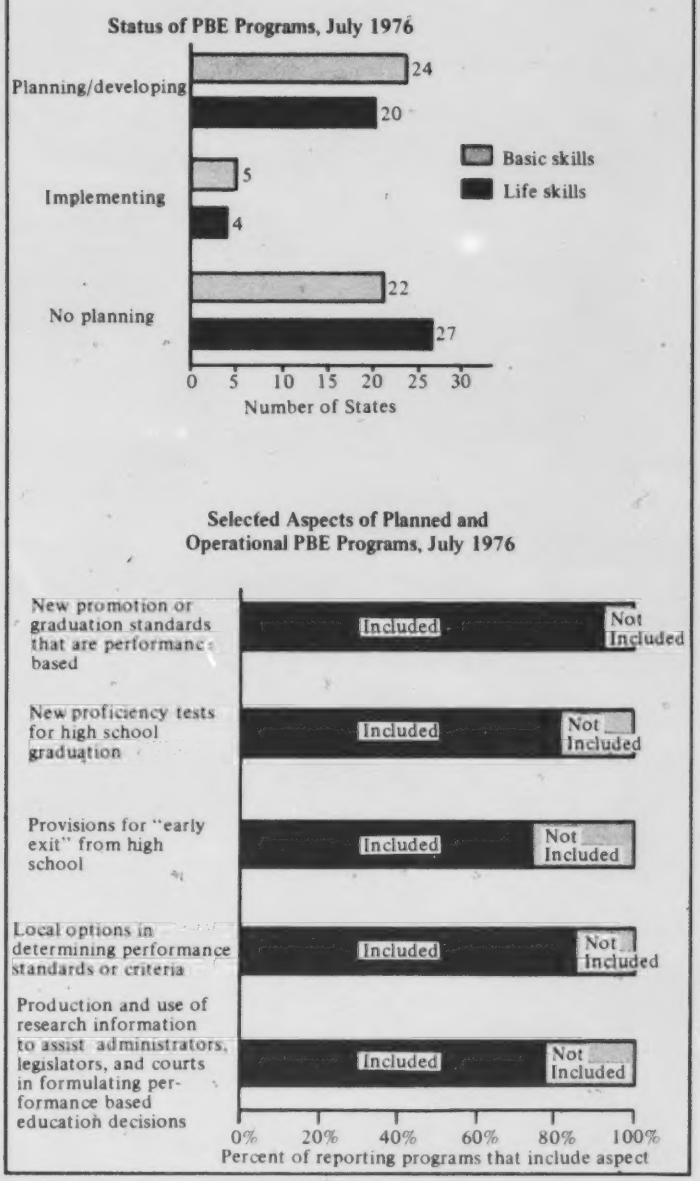
Source of Data: National Center for Education Statistics, Bureau of the Census

By June 1976, 29 States were planning, designing, or implementing State-level performance-based education programs for high school graduation.

See Table 2.19

Chart 2.19

State Performance-Based Education Programs


Status of PBE Programs, July 1976
Planning/developing
24
20
Implementing
5
4
No planning
22
27
Basic skills
Life skills
0 5 10 15 20 25 30
Number of States
Selected Aspects of Planned and Operational PBE Programs, July 1976
New promotion or graduation standards that are performance based
New proficiency tests for high school graduation
Provisions for "early exit" from high school
Local options in determining performance standards or criteria
Production and use of research information to assist administrators, legislators, and courts in formulating performance based education decisions
Included
Not Included
0% 20% 40% 60% 80% 100%
Percent of reporting programs that include aspect

Source of Data: National Center for Education Statistics

Chapter 3
Postsecondary Education

Educational opportunities at the postsecondary level are becoming increasingly diversified. Not only are the programs of colleges and universities being expanded to encompass a greater variety of offerings, but many noncollegiate and technical schools also offer a broad range of general and specialized courses. Adult education activities, useful for securing job skills or for leisure pursuits, are offered by employers, educational institutions, noneducational institutions, and other agencies or organizations. Thus, the familiar descriptors of the education enterprise (enrollments, institutions, courses) often provide measures that are noncomparable, misleading, or inexact. To comprehensively describe the changing world of postsecondary education, broader concepts and new measures may be necessary. While various portions of postsecondary education are described here, it must be emphasized that these statistics are more suitable for describing the segments than they are for defining the whole.

Indicators of change with implications for the education enterprise are the trends in enrollment for various types of institutions, trends in costs to students for educational services and in expenditures of institutions, and trends in outcomes.

The Students and Staff

The scope of postsecondary education is suggested by a listing of its components (chart 3.01). Among the more than 25,000,000 persons offered education annually, those engaged in adult education form the largest single group. However, because they are not engaged in full-time study they are less "visible" as a student group than are the students enrolled in the regular programs of institutions of higher education.

Occupational education is offered by many types of institutions. Public secondary and postsecondary schools and public and private colleges and universities provide numerous opportunities for general instruction as well as educational services in support of specific career objectives. Private noncollegiate schools that offer specialized programs are also viewed as an important part of the range of postsecondary opportunities. Enrollments in vocational education programs offered by noncollegiate schools suggest the diversity of available programs (chart 3.02).

Colleges and universities have experienced a period of unusually rapid growth during the last 15 years. Although numerical increases in enrollments have been larger for 4-year than for 2-year institutions, proportionate growth has been greater for the 2-year institutions. Total enrollment in 2-year institutions grew five fold, from 617,000 to 3,871,000, between the years 1960 and 1975. At the same time, enrollment in 4-year institutions increased by about 1½ times, from 3,171,000 to 7,314,000 persons (chart 3.03). Enrollments are expected to level off in 4-year institutions but continue to climb for 2-year schools, at least into the early 1980's. Faculty in colleges and universities have shown an expected increase since 1960, paralleling the boom in enrollments (chart 3.04).

Several factors suggest that adult education will continue to grow. First, the adult education participation rate is increasing, especially among those with the most prior education. Second, as the population born during the baby boom matures, the adult population cohorts will be larger than they are at present. Statistics showing participation for 1975 show different rates of participation for population subgroups defined by race and age (chart 3.05).

Postsecondary education includes full-time and part-time study at both collegiate and noncollegiate institutions as well as adult education activities offered by many sponsors. These sponsors include not only higher education institutions and non-collegiate institutions but also recreational associations, industrial sponsors and private organizations. This chart illustrates the variety and extent of postsecondary activity. Institutional areas are sized in proportion to their total enrollment. Within institutional areas, the unshaded portions represent full-time enrollment and the shaded portion indicates part-time.

Chart 3.01

Postsecondary Education

Enrollment in 1975-76:

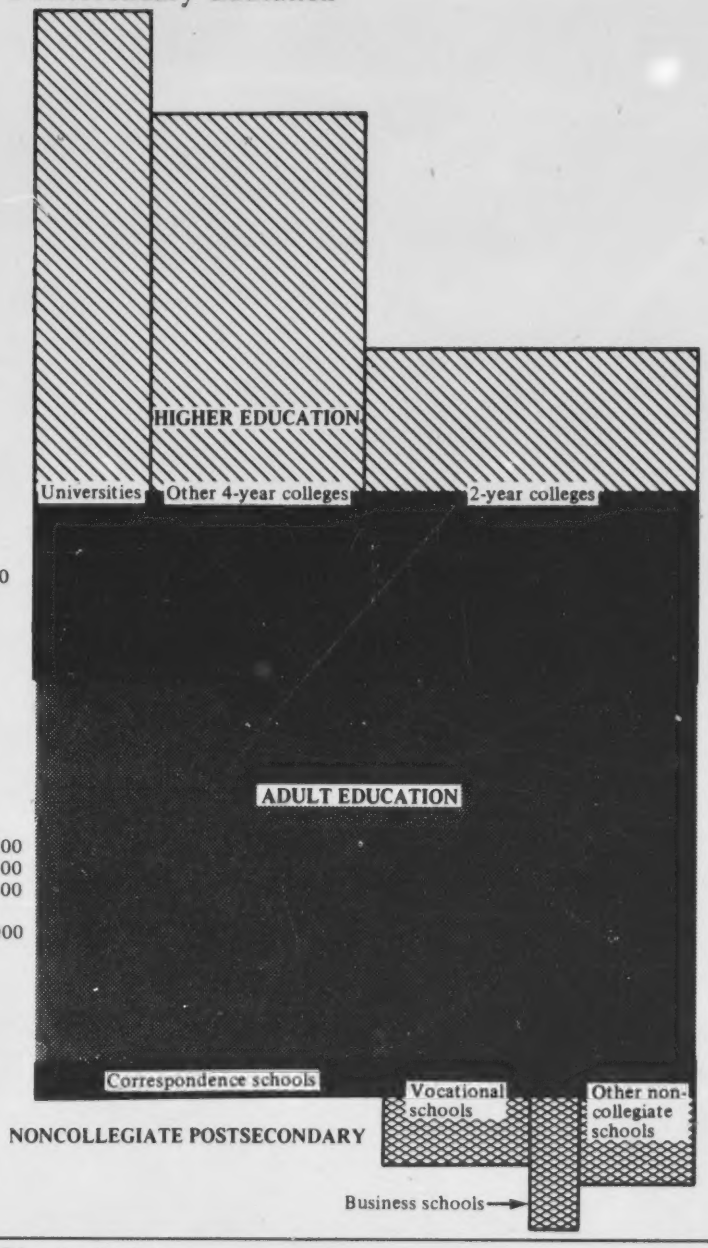
HIGHER EDUCATION

Universities	2,900,000
4-year colleges	4,400,000
2-year colleges	4,000,000

ADULT EDUCATION 17,000,000

NONCOLLEGIATE POSTSECONDARY

Correspondence schools	400,000
Vocational schools	600,000
Business schools	300,000
Other noncollegiate postsecondary schools	500,000

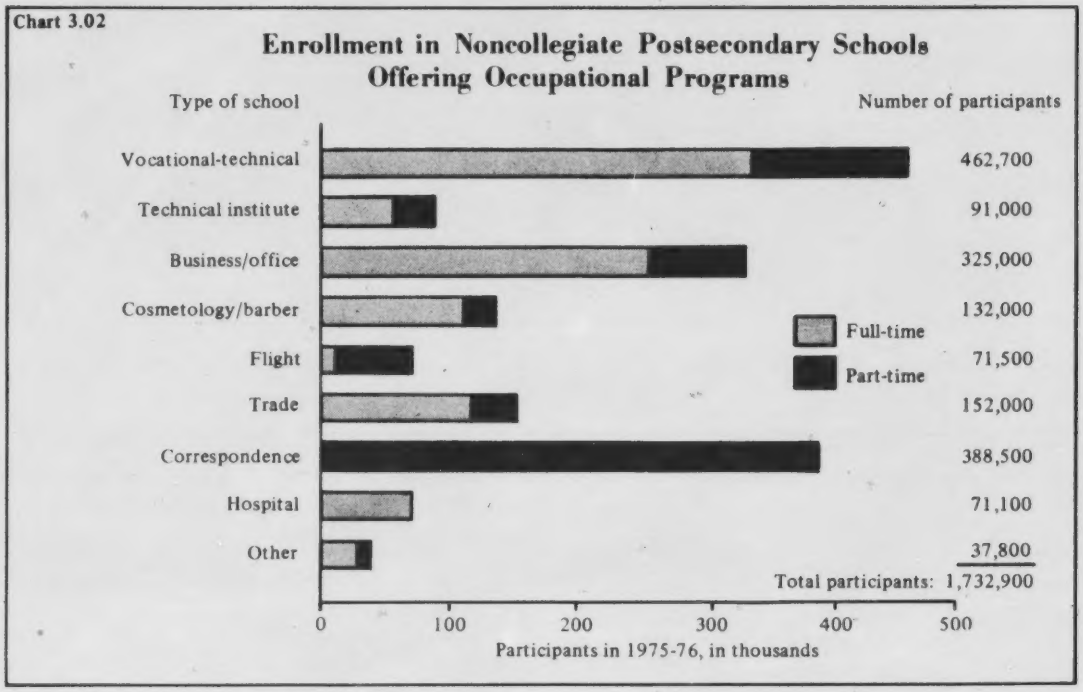


Source of Data: National Center for Education Statistics

Participation in noncollegiate postsecondary schools is generally full time, except for enrollments in correspondence and flight schools.

See Table 3.02

Chart 3.02



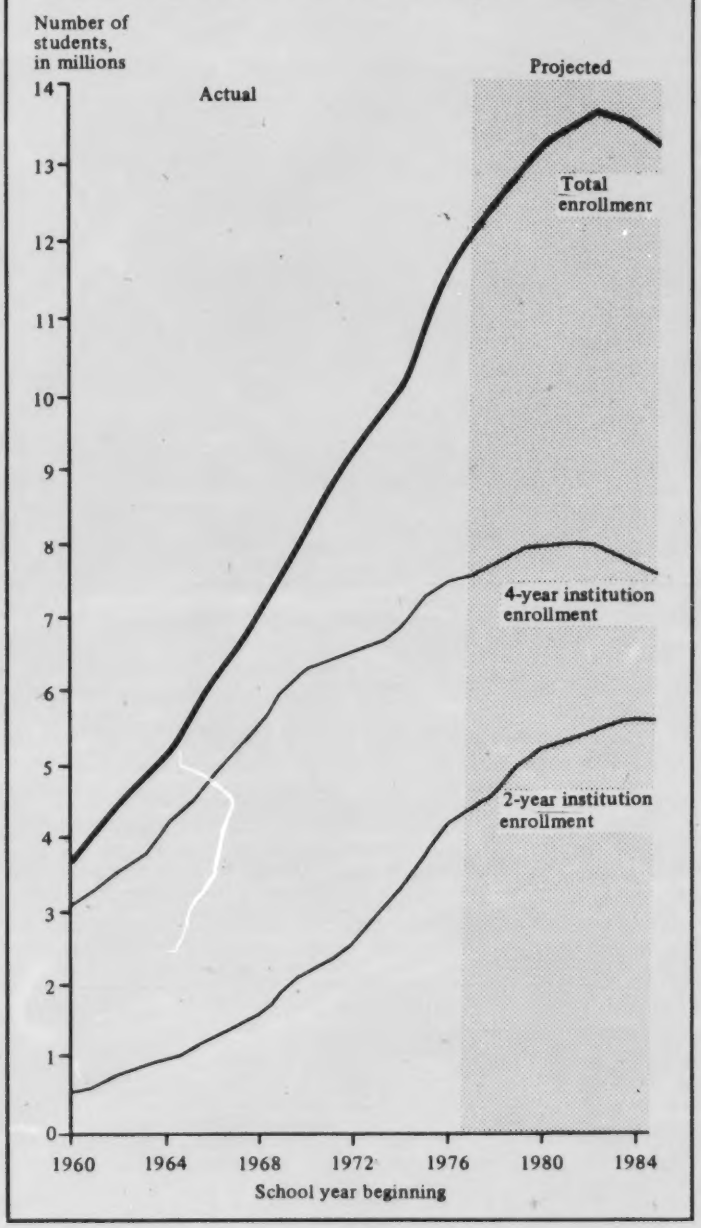
Source of Data: National Center for Education Statistics

The large enrollment increases in higher education that have occurred since 1960 may slow in the 1980's, with enrollments in 4-year schools leveling off before those in 2-year schools.

See Table 3.03

Chart 3.03

Enrollment in Institutions of Higher Education



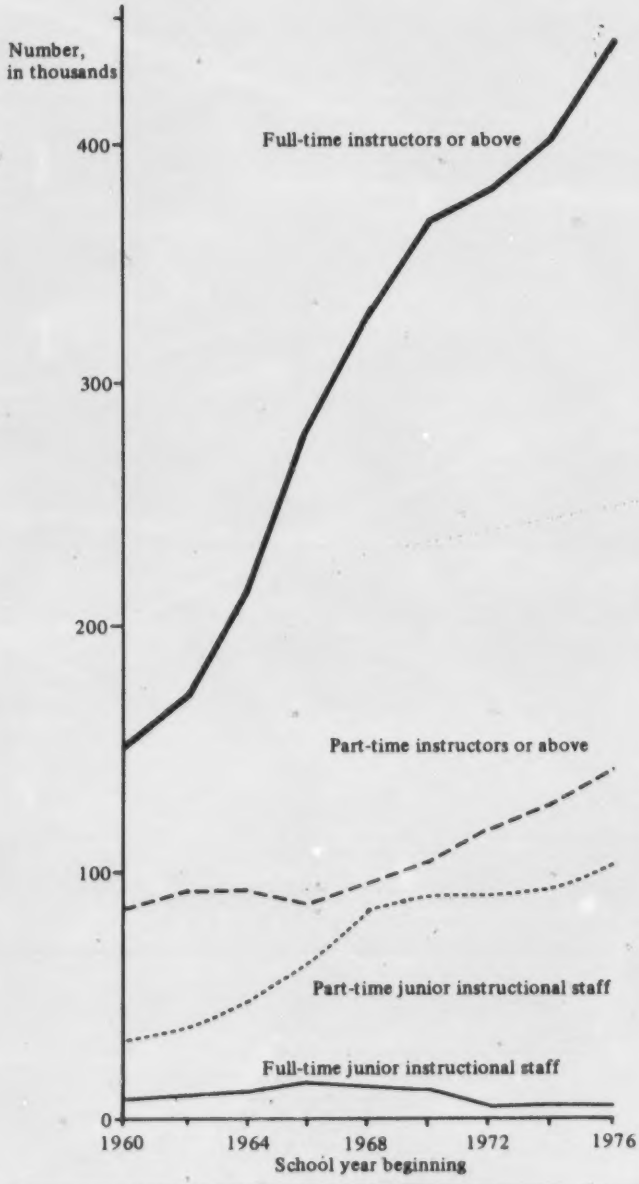
Source of Data: National Center for Education Statistics

To meet the burgeoning enrollments in higher education over the last decade, the number of full-time faculty with ranks of instructor or above increased over 58 percent, while the number of part-time junior instructional staff increased 40 percent.

See Table 3.04

Chart 3.04

Faculty in Institutions of Higher Education



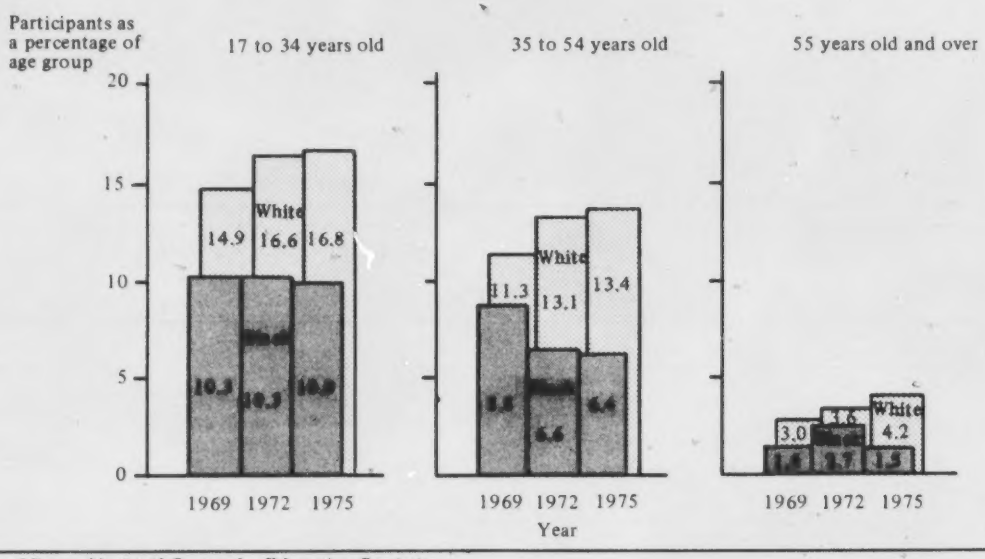
Source of Data: National Center for Education Statistics

Participation rates for adult education have increased steadily since 1969 for Whites, but decreased generally for Blacks.

See Table 3.05

Chart 3.05

Adult Education Participants



Source of Data: National Center for Education Statistics

The Schools, the Costs, and the Outcomes

Postsecondary schools reflect the diversity of their programs and students. Noncollegiate postsecondary schools differ in several respects from colleges and universities. They are more numerous and usually have smaller enrollments. Noncollegiate schools in 1975 were primarily private. The greatest numbers of these schools offered programs in cosmetology, flight and vocational/technical courses (chart 3.06).

Among the institutions of higher education, the privately controlled outnumber the publicly controlled institutions, but the public institutions enroll more than 2½ times the students. In fall 1975, 1,442 public institutions served 8,835,000 students; 1,584 private institutions served 2,350,000 students (chart 3.07). Most universities (59.3 percent) and 2-year institutions (79.5 percent) were public.

Total expenditures of all institutions of higher education reflect the substantial growth in enrollments in colleges and universities. Expenditures are expected to reach a high of $49.2 billion in current dollars in 1976-77 (chart 3.08). The Federal share of these expenditures has grown from 14.9 percent in 1959-60 to a high of 19.1 percent in 1967-68 and is expected to drop to 15.0 percent in 1976-77. An examination of these expenditures by category, expressed in constant 1976-77 dollars, shows by far the largest proportion of the increase devoted to student education, from $11.0 billion in 1966 to a projected $35.0 billion in 1982, followed by scholarships and fellowships, from $0.8 billion to a projected $2.3 billion (chart 3.09). The education expenditures per student continue to be higher at private institutions than at public institutions (chart 3.10).

Charges for collegiate education are considerably higher in private than in public institutions, although their percentage increases since 1964-65 have been about the same. Measured in constant 1975-76 dollars, tuition and fees for public institutions went up by about 19 percent, from $431 in 1964-65 to $531 in 1975-76 (chart 3.11). In private institutions, these charges rose about 21 percent in the same period, from $1,931 to $2,333.Charges for occupational programs offered by noncollegiate postsecondary schools are also much higher in private than in public schools (chart 3.12).

The types of postsecondary outcome indicators shown here include numbers and percents of course and degree completions and relationships of completions to the population. Completion rates for vocational school programs report those who finish as a percent of those who started designated programs leading to some form of certification. These rates may underrepresent the successful completion of personal goals to the extent that persons may acquire desired skills by completing only portions of a prescribed course of study. Completion rates for selected vocational programs do show that students are more likely to leave or withdraw from programs of longer duration; completion rates are usually higher for private than for public schools (chart 3.13).

A different type of indicator of outcomes is offered by the ratio of bachelor's degree recipients to the population 22 years old. This ratio clearly overstates the completions of bachelor's degrees by the 22-year-old population because it includes degree recipients of all ages. However, this discrepancy is reduced to the extent that the numbers of these older persons are offset by persons 22 years old who complete their degrees at an older age. This ratio of graduates to the population has risen since 1962, from 17.3 percent to 23.4 percent in 1976 (chart 3.14). Of particular interest are the relative changes in the ratios for males and females, where the disparity has been considerably reduced. The ratio for males has fluctuated between 21 and 29 per 100 between 1962 and 1976, while the ratio for females has generally increased, from 12 to 22 per 100.

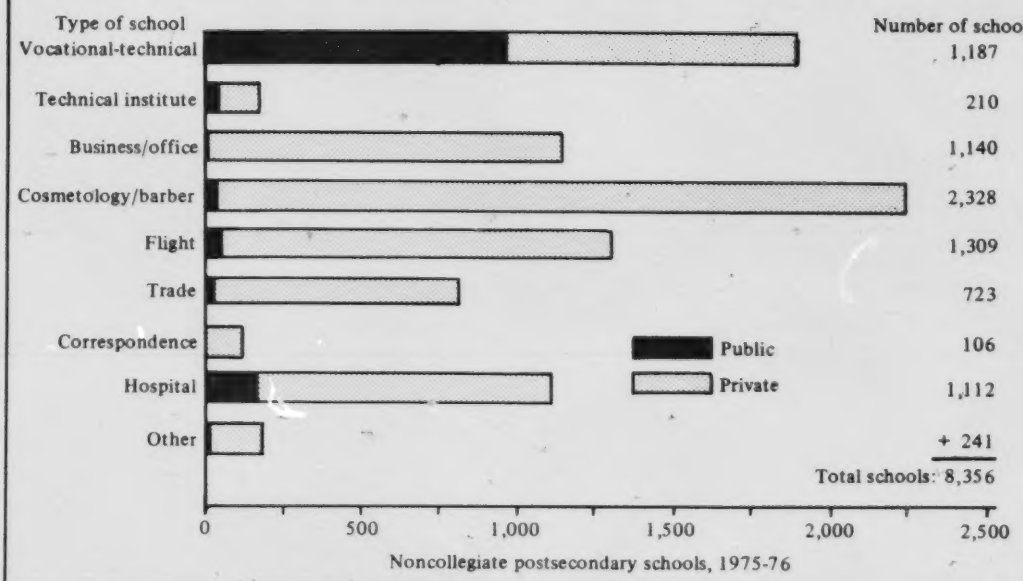
The percentages of earned degrees awarded to males and females also have shown considerable change, especially in the last 10 years. Predictably, the greatest reduction in differences between sexes has occurred for bachelor's degrees; the least, for first-professional and doctoral degrees. In 1976, 46.8 percent of the total bachelor's degrees were earned by females (chart 3.15). At the same time, 45.3 percent of the 316,000 master's degrees, 15.8 percent of the 59,000 first-professional degrees, and 22.9 percent of the 35,000 doctor's degrees were conferred on females (charts 3.16, 3.17 and 3.18).

Most noncollegiate postsecondary schools are privately controlled.

See Table 3.06

Chart 3.06

Noncollegiate Postsecondary Schools Offering Occupational Programs

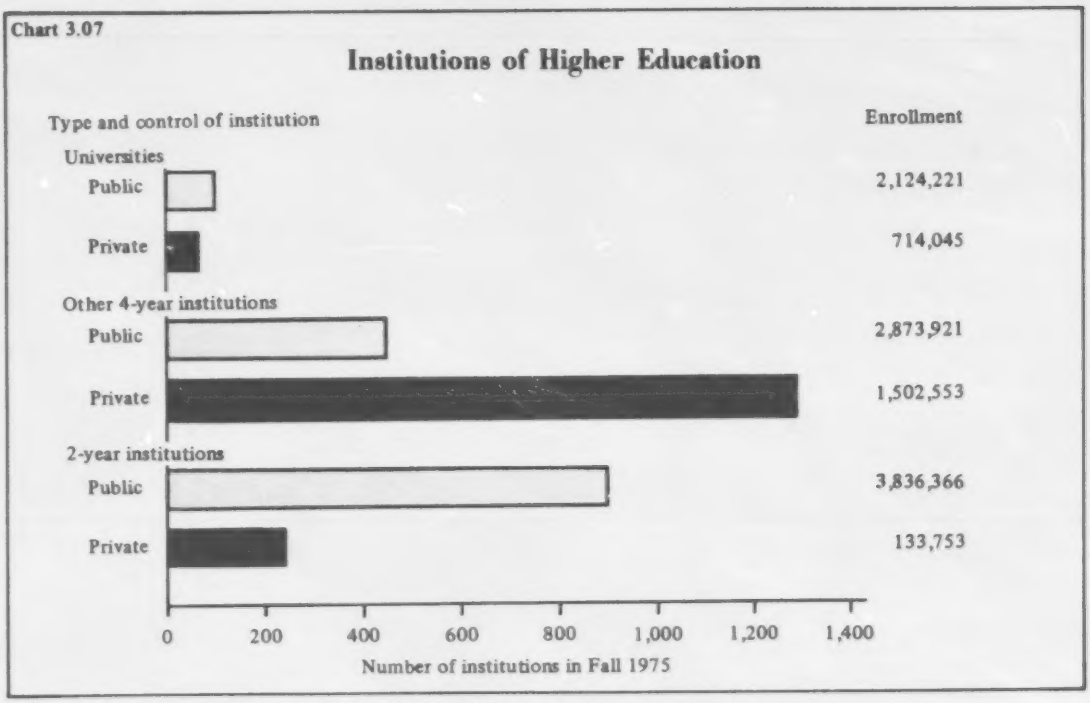


Source of Data: National Center for Education Statistics

Public institutions of higher education are dominant in number of schools and size of enrollments at the 2-year and university levels. Among 4-year colleges other than universities, enrollment in public institutions far exceeds enrollment in private institutions, although public schools are fewer in number.

See Table 3.07

Chart 3.07



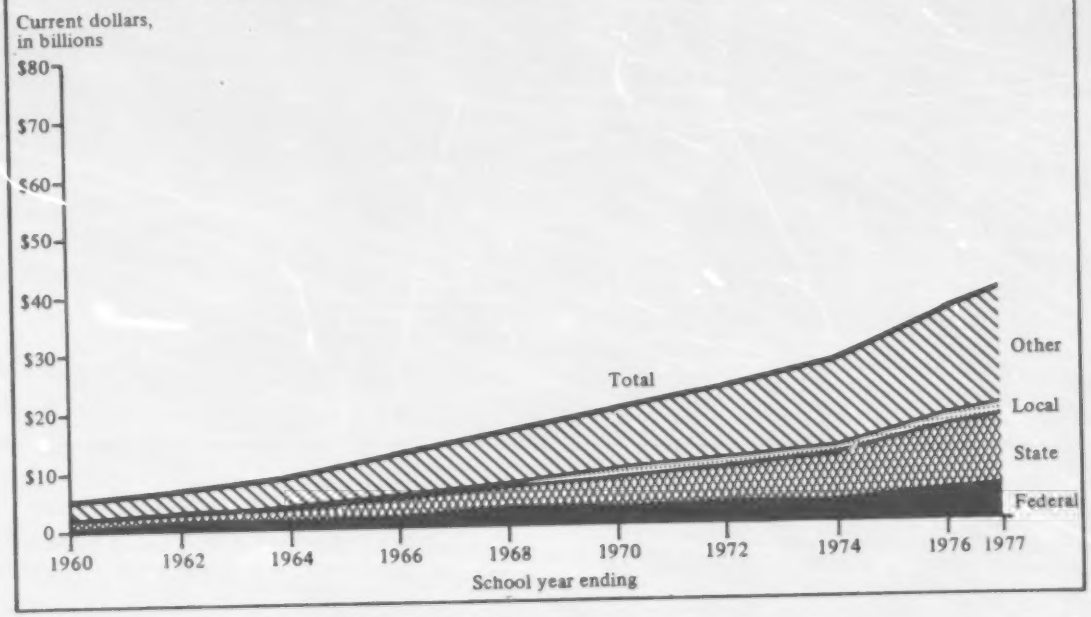
Source of Data: National Center for Education Statistics

The total expenditures of institutions of higher education are expected to reach $49.2 billion in 1976-77. Of this amount, 15 percent comes from Federal, 30 percent from State, 4 percent from local, and 50 percent from all other sources.

See Table 3.08

Chart 3.08

Estimated Expenditures of Institutions of Higher Education by Source



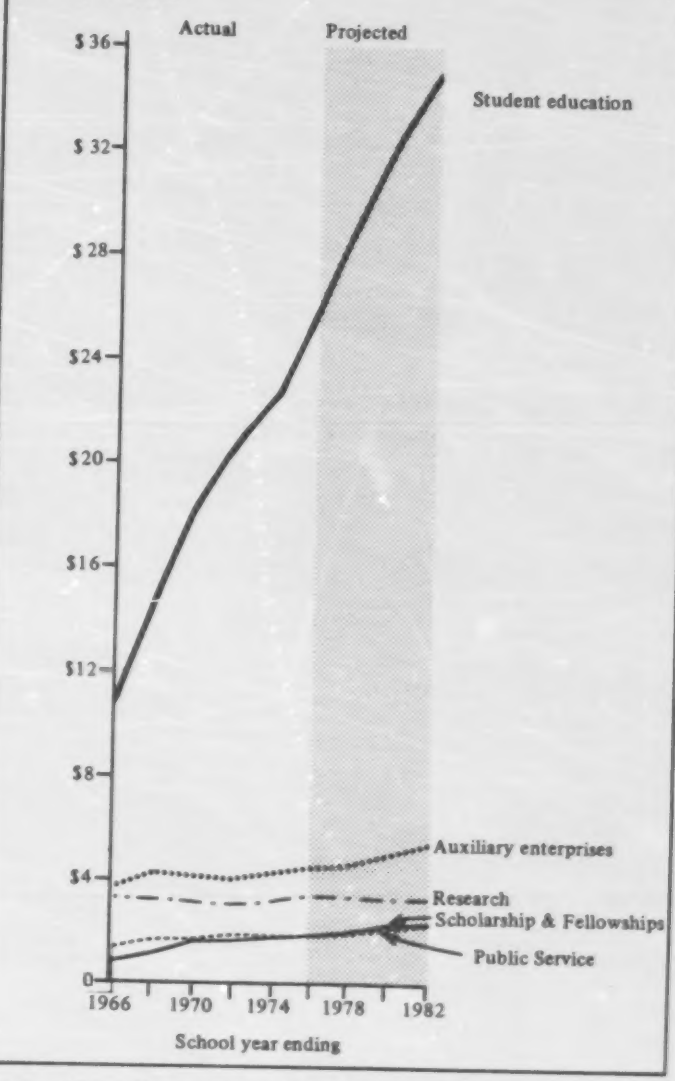
Source of Data: National Center for Education Statistics

Student education accounts for the largest share of the expenditures of institutions of higher education. Expenditures for student education, expressed in constant 1975-76 dollars, are projected to continue to increase at least through 1982, while only small increases are projected for research, scholarships and fellowships, and public services.

See Table 3.09

Chart 3.09

Expenditures of Institutions of Higher Education



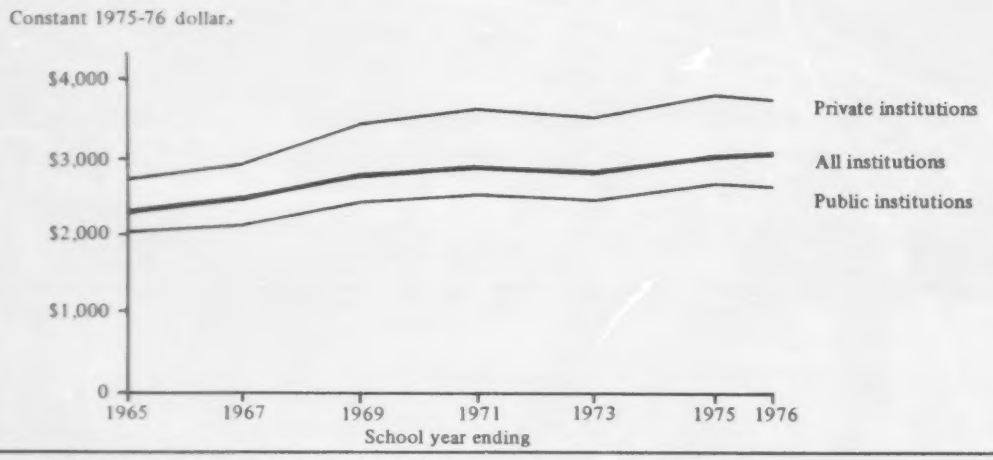
Source of Data: National Center for Education Statistics

Education expenditures per student are higher for private than for public institutions.

See Table 3.10

Chart 3.10

Education Expenditures per Student by Institutions of Higher Education



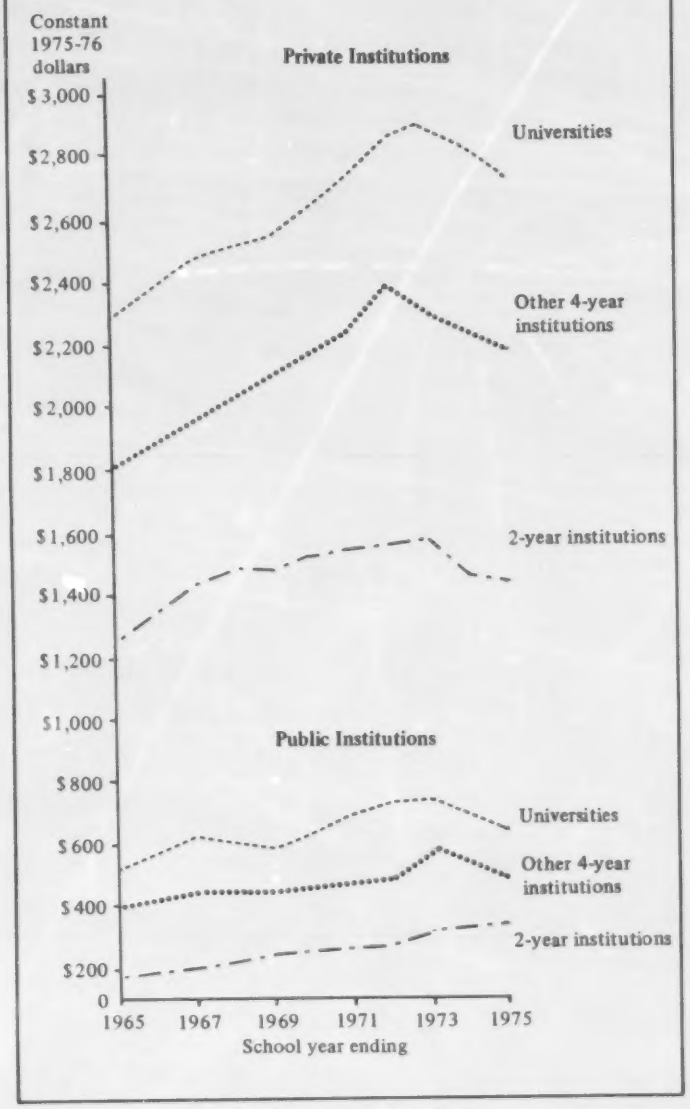
Source of Data: National Center for Education Statistics

Private institutions have both higher tuition and fees and a wider range of charges than are found in public institutions. Average tuition and fees for all public institutions in 1975-76 was $513; for private institutions, $2,333.

See Table 3.11

Chart 3.11

Tuition and Fees for Higher Education



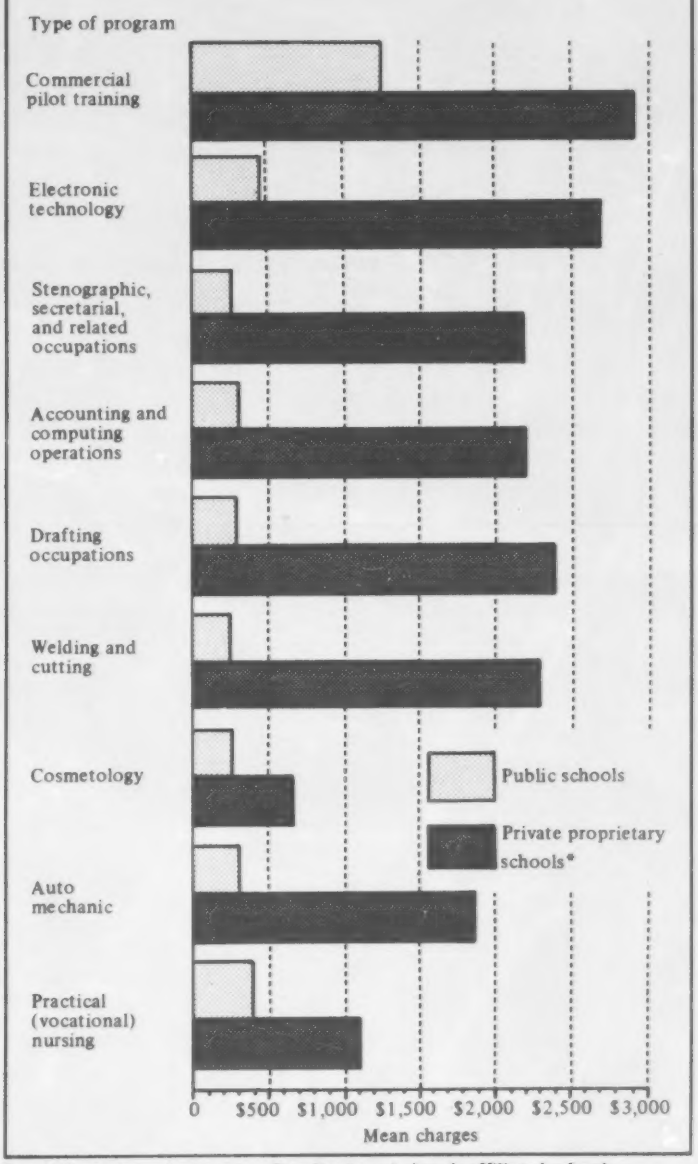
Source of Data: National Center for Education Statistics

Student charges for noncollegiate schools are higher in private than in public schools, often by more than threefold.

See Table 3.12

Chart 3.12

Charges for Occupational Programs Offered by Noncollegiate Postsecondary Schools



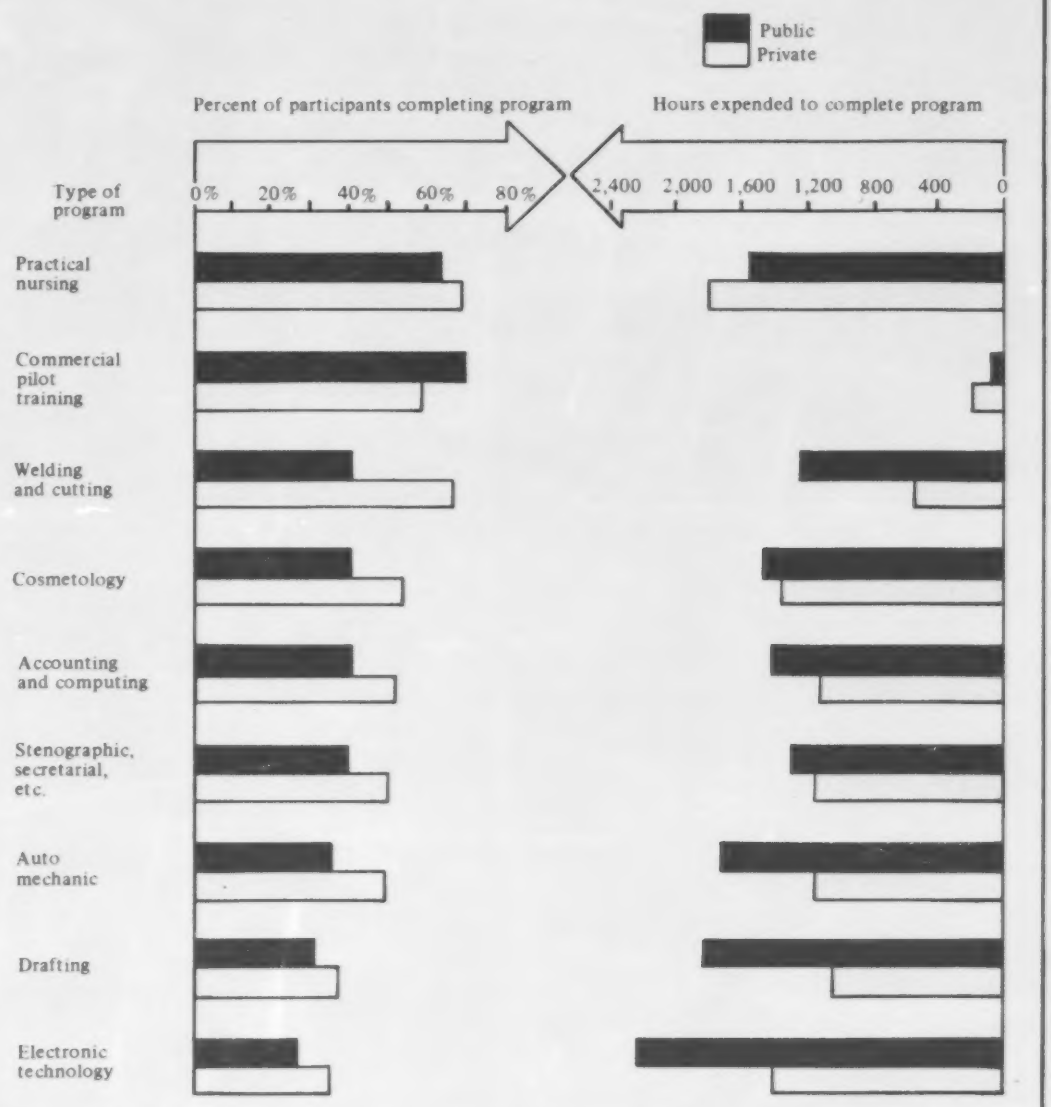
*excludes independent nonprofit schools and church-affiliated schools

Source of Data: National Center for Education Statistics

Generally offering shorter programs, private noncollegiate postsecondary schools usually have higher completion rates than public schools. See Table 3.12

Chart 3.13

Completion Rates and Length of Occupational Programs Offered by Noncollegiate Postsecondary Schools

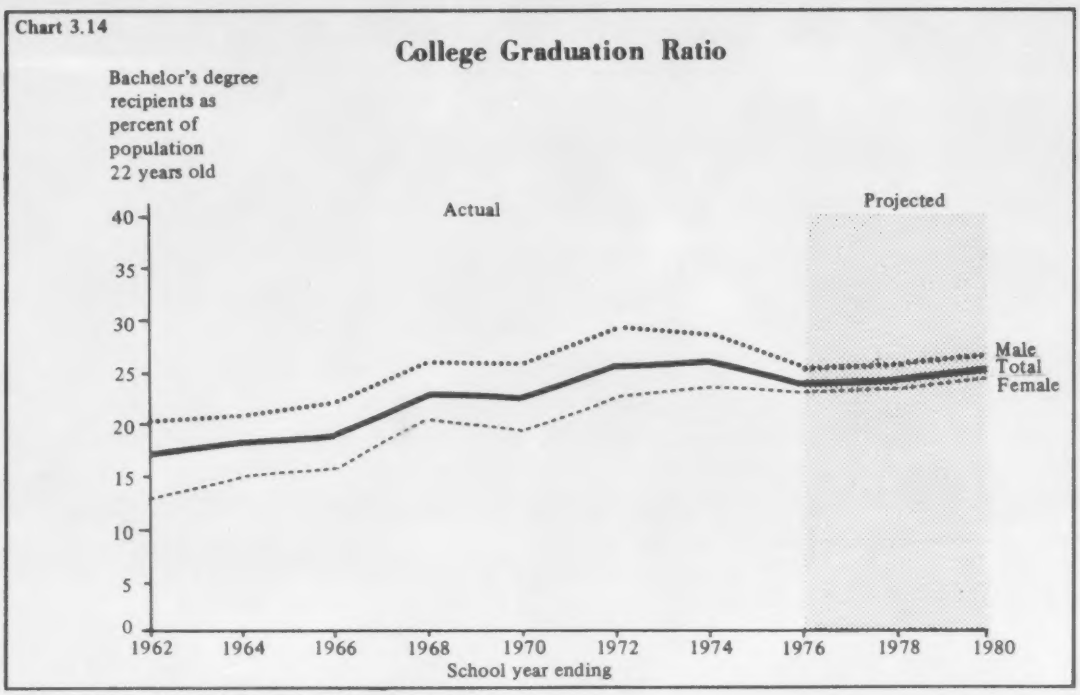


Source of Data: National Center for Education Statistics

The ratio of college graduates to the population 22 years old has risen from 17.3 per 100 in 1961-62 to 23.4 in 1975-76; the ratio continues to be higher for males than for females.

See Table 3.14

Chart 3.14

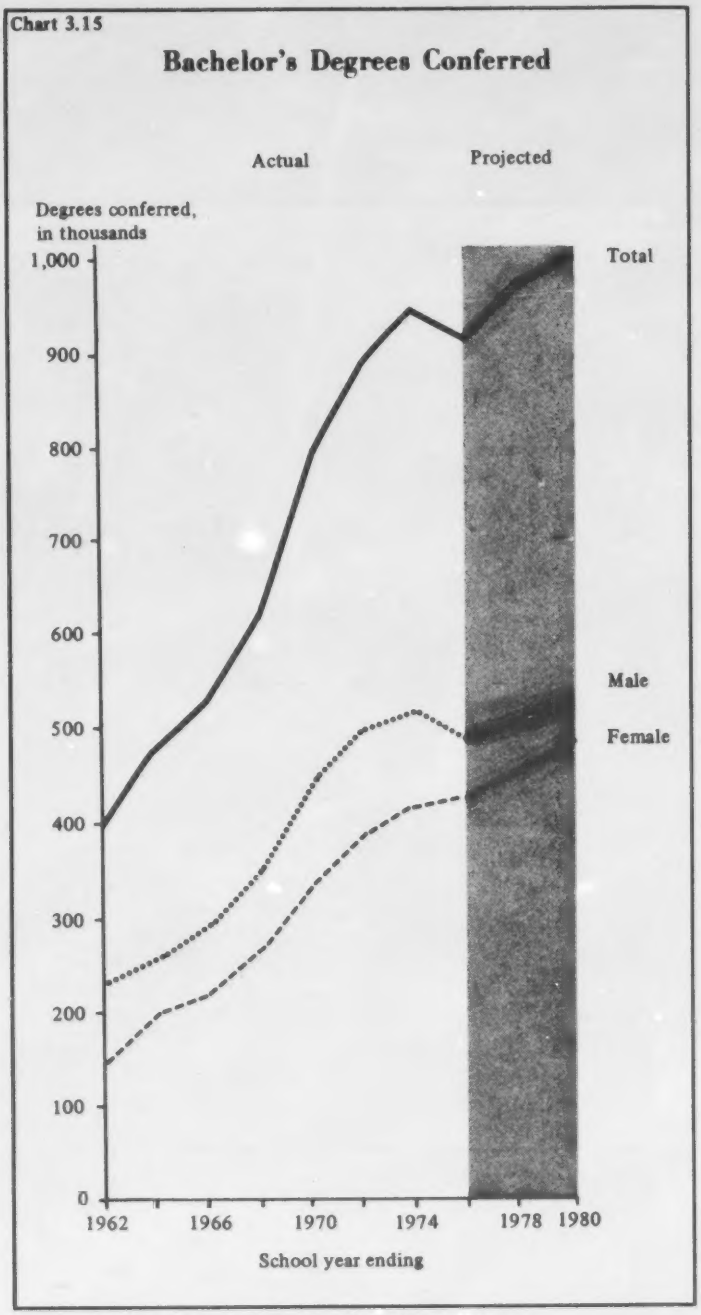


Source of Data: National Center for Education Statistics

The gap in the numbers of degrees earned by males and females has narrowed; males earned 61.5 percent of the 369,000 degrees awarded in 1961-62 and 53.2 percent of the estimated 909,000 degrees in 1975-76.

See Table 3.14

Chart 3.15

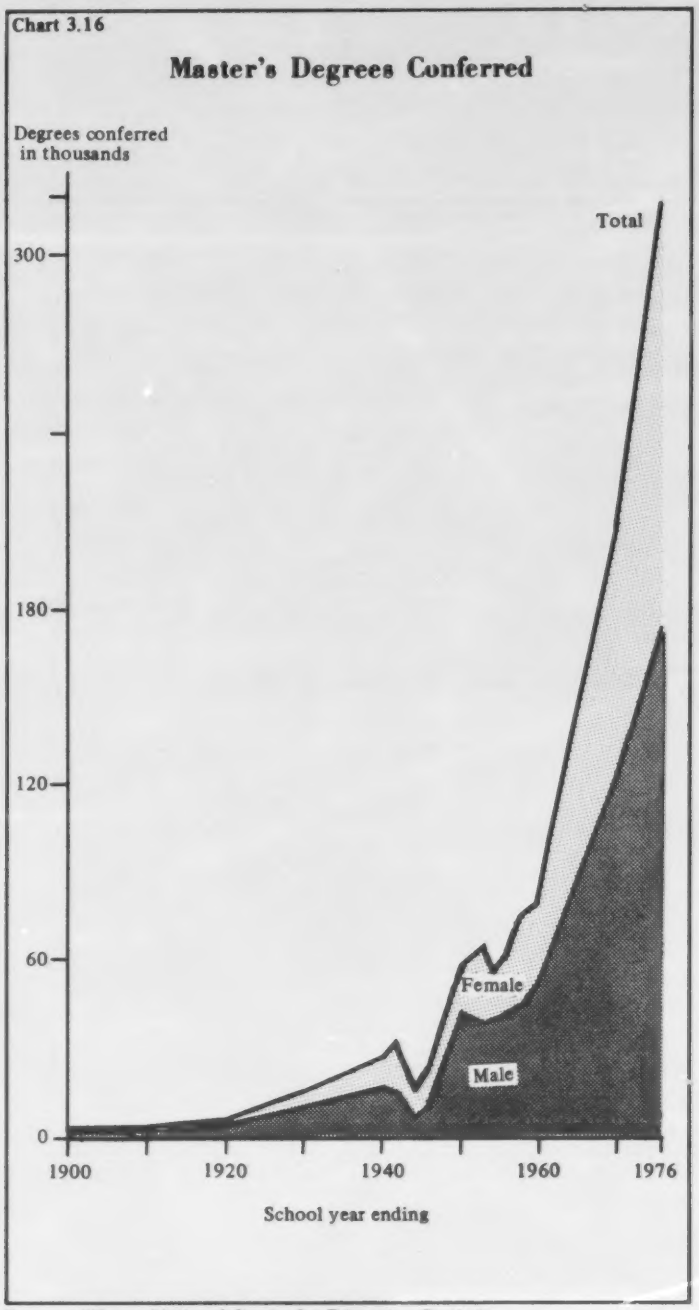


Source of Data: National Center for Education Satistics

The number of master's degrees earned has increased in the last 16 years from 77,692 in 1960 to an estimated 316,000 in 1976.

See Table 3.16

Chart 3.16



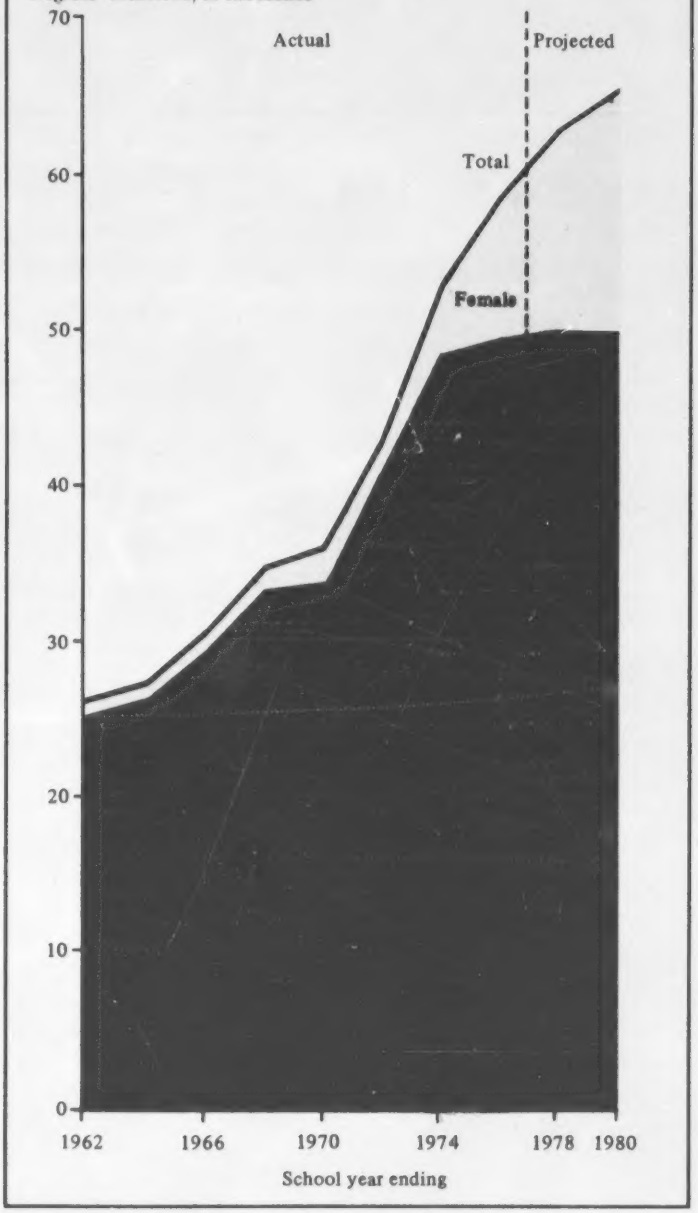
Source of Data: National Center for Education Statistics

The proportion of first-professional degrees earned by females since 1971-72 has shown considerable growth when 6.2 percent of the degrees went to females. By 1975-76, 18.8 percent of the degrees were earned by females.

See Table 3.17

Chart 3.17

First-Professional Degrees Conferred



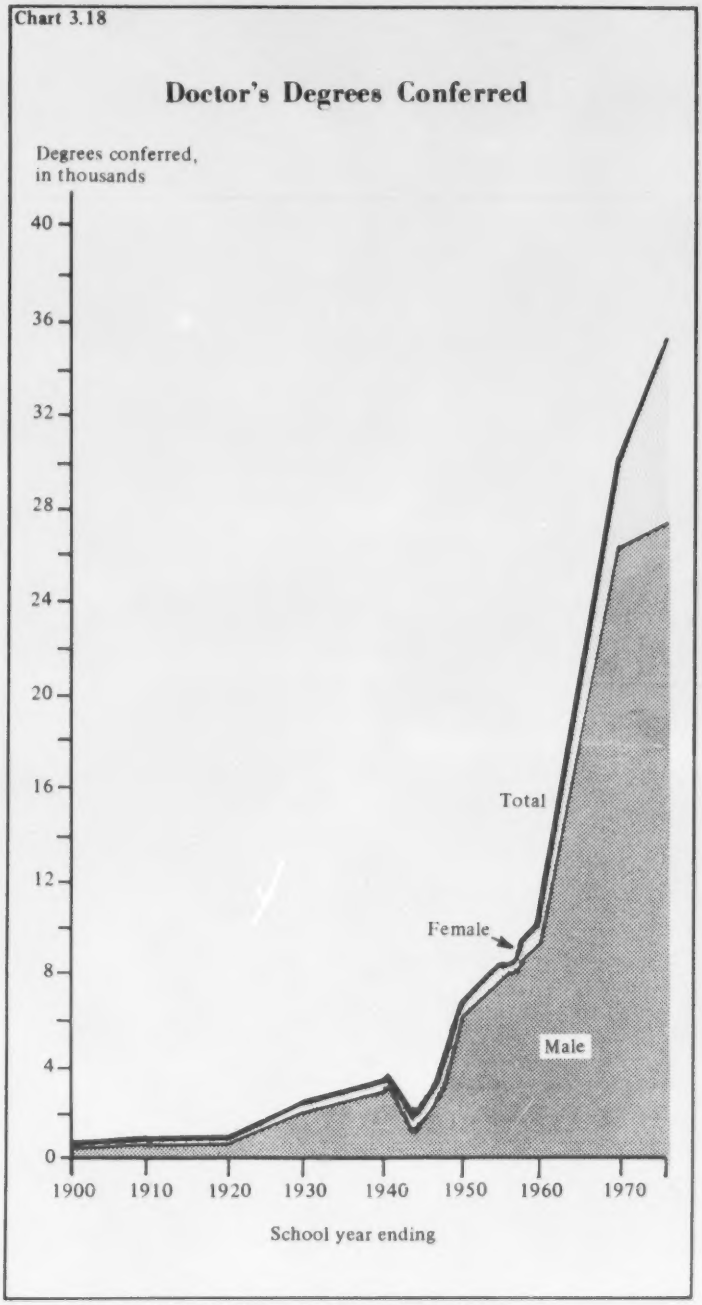
Source of Data: National Center for Education Statistics

The total number of doctor's degrees conferred has increased from just under 10,000 in 1960 to 35,000 in 1976, a 250-percent increase.

In comparison, during the same period there were increases of more than 200 percent for master's degrees and 50 percent for first-professional degrees.

See Table 3.16

Chart 3.18



Source of Data: National Center for Education Statistics

II

EDUCATION: A CLOSER LOOK AT SELECTED TOPICS

Chapter 4
Participation

Participation in education is essential to the realization of its benefits: the personal, social, and economic rewards of an understanding of the world and how it works as well as the specific skills necessary to ensure success in one's chosen occupation. At a time when the ability of education to provide these benefits is uncertain and the suitability of extensive education for every individual is questioned, there still is no lessening of the widespread view that each person should be entitled to get as much education as he desires. Thus, access to educational opportunities remains an important policy issue.

It is difficult to identify directly the specific factors that affect or guarantee access to educational opportunity. However, statistics on participation do provide useful indicators of access, as those enrolled are obviously at least a subset of those who have access. Federal activities related to education have focused on narrowing the differences in educational participation and in services received from educational institutions by race, family, income, and sex. This chapter compiles data from a variety of sources to examine changes taking place in educational participation among populations identified according to these characteristics. Changes among groups in educational participation provide indicators of progress toward achieving many of the goals of educational reform articulated in the 1960's.

Most of the data shown here are drawn from two sources. Speical tabulations from the Current Population Survey conducted by the Bureau of the Census provide a review of the enrollment status of individuals from the ages of 3 through 34 at various levels of education, by family income and geographic region. These data, drawn from a single survey source, permit the presentation of time trend analyses of participation between 1969 and 1975, with comparable information for four distinct age groups. In addition, because the family income statistics have been converted to constant dollar equivalents to remove the effects of inflation on reported changes, a review of enrollment patterns by income group permits the identification of changes other than those attributable to the rising levels of nominal incomes. A supplement to the Current Population Survey for July 1975 provides extensive information on the educational participation of ethnic and language minorities.

The other principal source of data is the National Longitudinal Study of the High School Class of 1972, being conducted by the National Center for Education Statistics. The study provides data on the aspirations and postsecondary educational and job experiences of a nationally representative sample of high school seniors chosen in spring 1972. The educational activities of the group through fall 1974 are presented here.

These two nationally representative data sources, a cross-sectional survey conducted annually and a longitudinal study, taken together illuminate many dimensions of educational participation. They are supplemented with statistics from other studies utilizing the Current Population Survey and from international comparisions prepared by the Organzation for Economic Cooperative and Development.

A context for reviewing the extent of educational participation in the United States is provided in profiles of the amount of education received by persons

in several other developed countries. According to estimates of average educational experiences, made about 1970, the average U.S. male had completed about 10.7 years of schooling, compared with 9.2 for Sweden, 9.3 for Germany, and 9.6 for Canada (chart 4.01). Enrollment rates for males and females differ in many countries, with females usually lagging behind.

Elementary and Secondary Education

Elementary and secondary education have long been provided by both public and private institutions. The public schools have been the vehicle by which the States carried out responsibilities to provide educational services. And at the same time, private education has maintained consistent strength. Recently, both changing pattens of affluence and actions to equalize the level and the support of instruction in public schools have prompted speculation over possible changes in patterns of the delivery of education by public and private institutions. The distribution of elementary and secondary enrollment in public and private schools changed little between 1968 and 1975 (chart 4.02). A remarkably constant 11 percent of elementary school children attended private schools during that period.

Statistics relating family income to public and private school attendance reveal some differences in the two populations, as well as changes in those differences over time. Private school students come from more well-to-do families; in 1975, 8.0 percent of public and 17.5 percent of private school pupils were from families with household incomes of $15,000 or more expressed in constant 1967 dollars (about $24,200 in 1975 dollars) (chart 4.03). Using regional divisions established by the Bureau of Economic Analysis as a basis for making comparisons of private school enrollments across different geographic areas, it may be observed further that at comparable income levels, the Northeast and Central regions had higher private elementary school enrollments in 1975 than did the Southeast and West (chart 4.04).

Patterns of private enrollments by region over time show substantial differences by geographical location (chart 4.05). Private school enrollments are low in the West. They are higher in the Northeast, where nonpublic schools have traditionally been strong. This pattern of differences by region has persisted in spite of some changes since 1968. Among Whites, the percent of the population enrolled in private schools in the Northeast has declined slightly, and in the Southeast has increased, though the percent of White students enrolled in private schools in the Southeast still has not equaled that in the Northeast. For Blacks, the enrollment pattern across regions exhibits considerable fluctuation, in contrast with that of Whites. Sampling error for a population subgroup of this size renders these estimates of changes in enrollment somewhat suspect. However, these figures suggest that the determinants of public vs. private school choice appear to be more subject to short-run factors for Blacks than for Whites.

Enrollment in secondary schools shows differences in public and private enrollments similar to those observed for elementary school pupils. Approximately 8 percent of total secondary school enrollments are in private schools; this figure has varied by less than a single percentage point since 1968 (chart 4.06). The differences in the student groups for public and private schools in relation to family income level are again observable. Shown in comparable, constant 1975 dollars, the distributions for 1970 and 1975 display a private school population increasingly drawn from wealthier families than the public school population (chart 4.07). In 1975, 55.2 percent of private school students came from families with incomes of $15,000 or more, compared with 35.8 percent of public school students. Enrollments in private secondary schools generally increase as family incomes rise, for all regions. Enrollments of Blacks in private secondary schools were highest, 9.4 percent in 1975, for students in families with incomes over $15,000 (chart 4.08). For comparable income categories, private secondary school enrollment of Whites was higher in the Northeast and Southeast than in other regions, reaching 14 percent among the highest income group ($15,000 and over) (chart 4.09).

For secondary students, distinctive regional differences somewhat resemble those for elementary students (chart 4.10). Enrollments of both Whites and Blacks in private schools are low in the West. For the other three regions, there are substantial differences between White and Black enrollments in private schools, with enrollments of Whites higher than those of Blacks. As for elementary school pupils, a rise in private school enrollments in the Southeast still has not been enought to equal those of the Northeast.

A measure of progression through the educational system is provided by statistics on modal grade enrollment, defined as the school grades most common for a given age. School enrollment patterns for males and females from ages 6 through 17 reveal differences in their modal grade enrollments. For example, while females exceed males in enrollment at or *above* modal grade level at age 17, a larger percent of females than males (12.7 compared with 10.3) at this age are not enrolled in school and are *not* high school graduates. Thus, the range of females in educational attainment is greater than that for males at age 17 (chart 4.11).

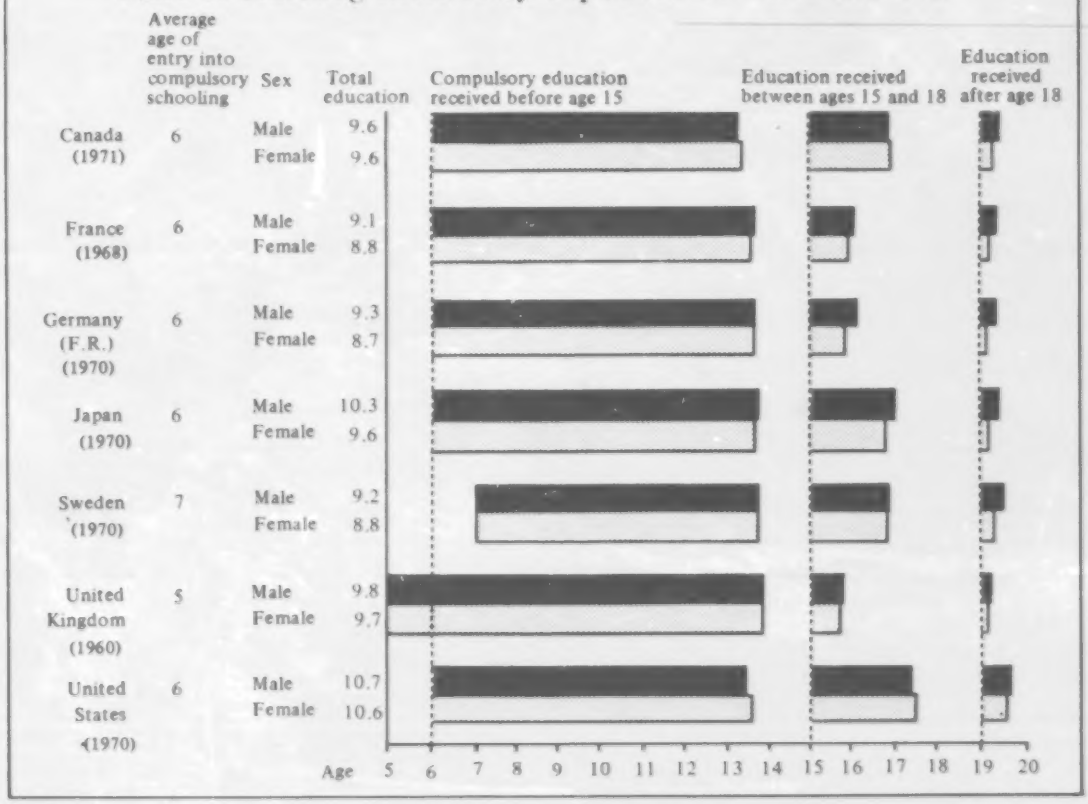
The percent of persons 14 to 24 who are not high school graduates and not enrolled in school has declined since 1968 differentially for Blacks and Whites. For Whites, these "dropout" rates have declined only slightly, to about 10 percent for males and 11 percent for females in 1975 (chart 4.12). For Blacks, the rates show a greater decline, from about 24 percent for males and 22 percent for females, in 1967, to about 18 percent for males and 19 percent for females in 1975.

Compared with their counterparts in other industrialized nations, males in the United States average 1 more year of schooling and females average 1⅓ more; this advantage is greater at the secondary and higher education levels.

See Table 4.01

Chart 4.01

Years of Schooling Received by Population 15 Years and Over*


Average age of entry into compulsory schooling
Sex
Total education
Compulsory education received before age 15
Education received between ages 15 and 18
Education received after age 18
Canada (1971) 6 Male 9.6 Female 9.6
France (1968) 6 Male 9.1 Female 8.8
Germany (F.R.) (1970) 6 Male 9.3 Female 8.7
Japan (1970) 6 Male 10.3 Female 9.6
Sweden (1970) 7 Male 9.2 Female 8.8
United Kingdom (1960) 5 Male 9.8 Female 9.7
United States (1970) 6 Male 10.7 Female 10.6
Age 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

*Selected years

Source of Data: Organization for Economic Cooperation and Development

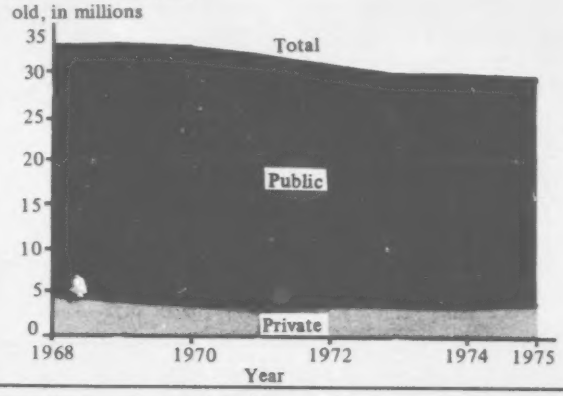
Elementary school enrollment has declined generally since 1968. Enrollment in private elementary schools has remained at about 11 percent.

See Table 4.02

Chart 4.02

Enrollment in Public and Private Elementary Schools

October enrollment of persons 3 to 13 years old, in millions



Source of Data: Bureau of the Census.

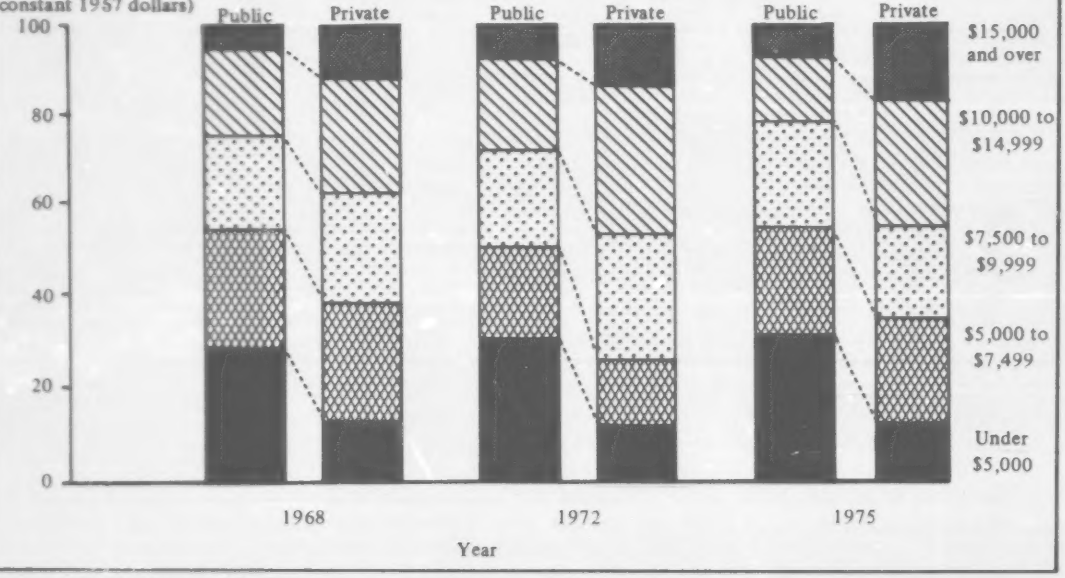
Private elementary school students generally come from homes with higher income levels than public school students.

See Table 4.03

Chart 4.03

Family Income of Elementary School Students

Percentage distribution of enrolled 3- to 13-year-olds, by family income (in constant 1957 dollars)

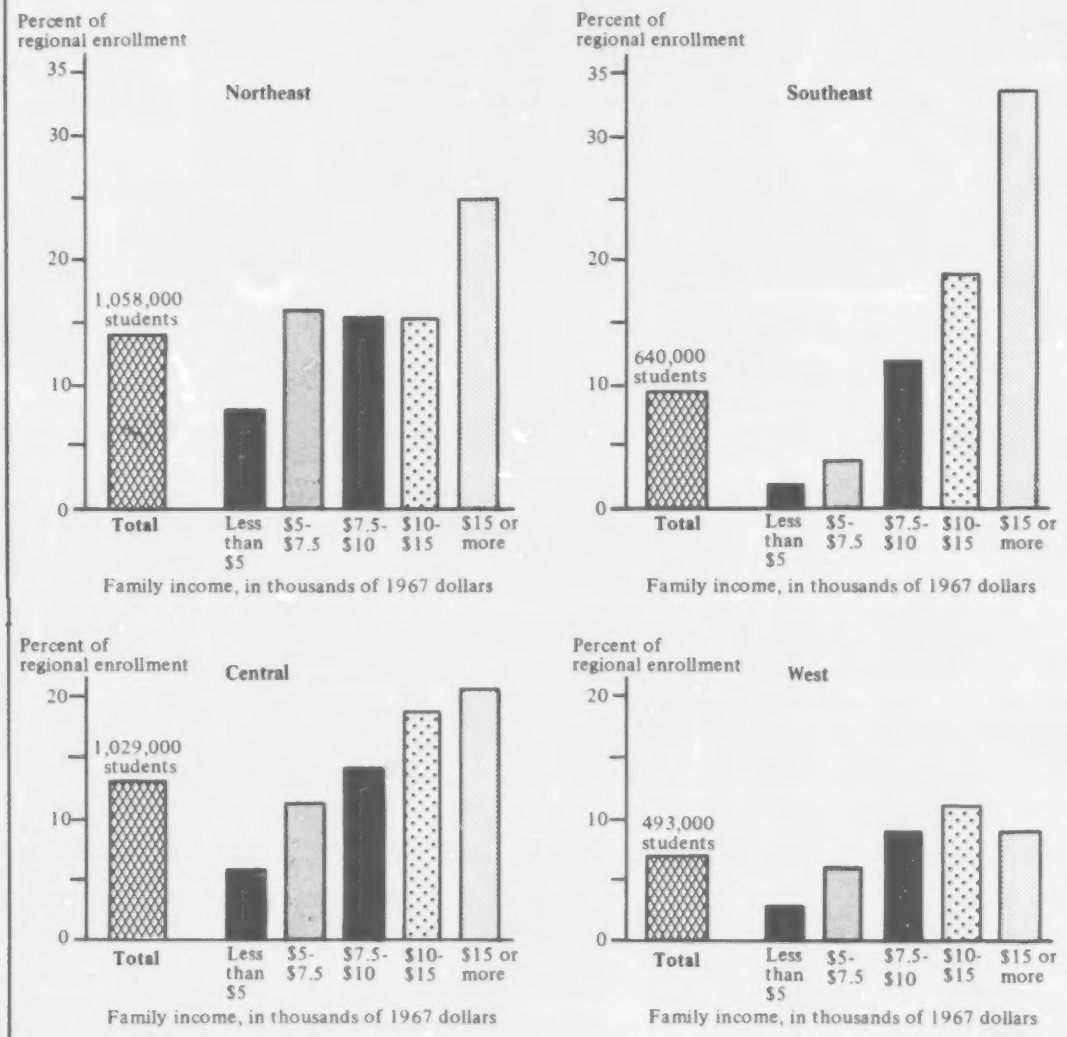


Source of Data: Bureau of the Census

Enrollment in private elementary schools rises with higher family income, though the pattern is less uniform in the Northeast. See Table 4.04

Chart 4.04

Regional Enrollment in Private Elementary Schools



Source of Data: Bureau of the Census

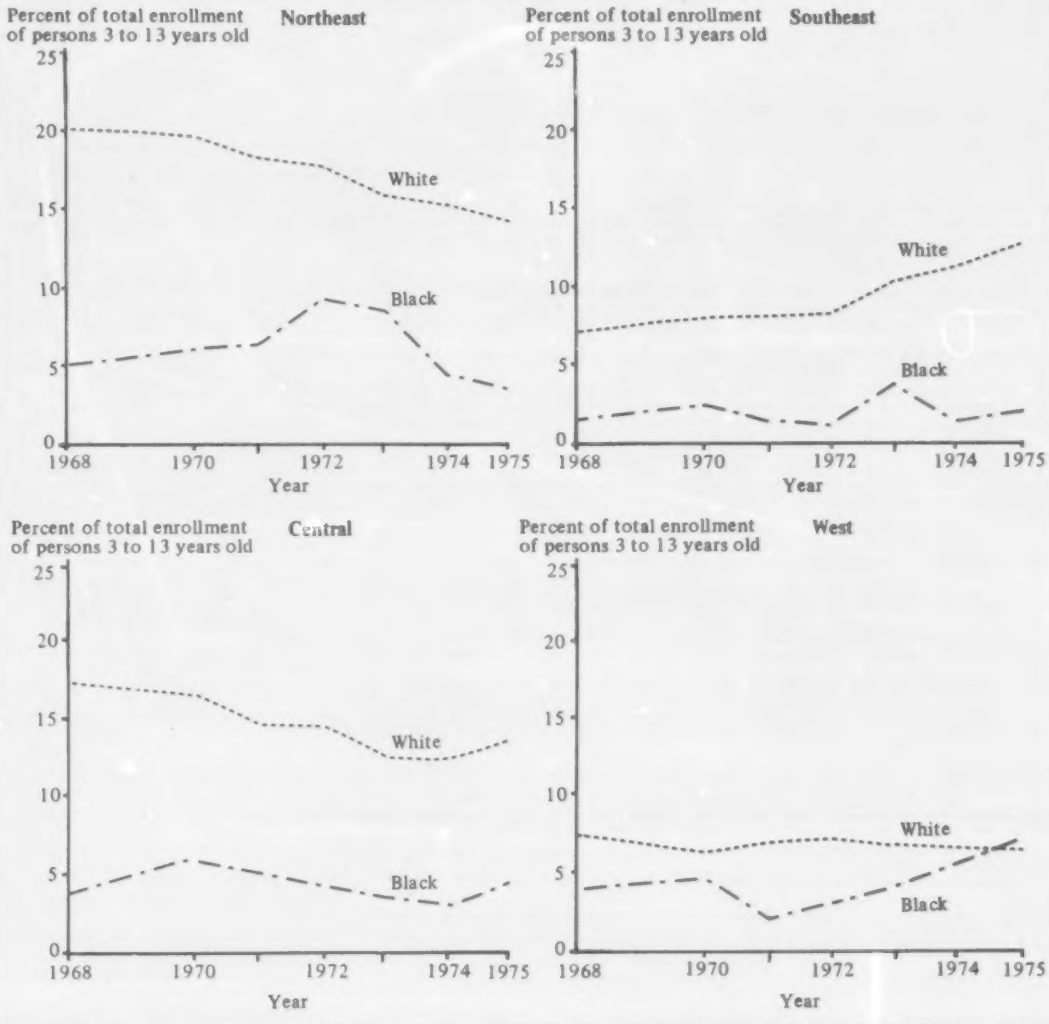
87

The enrollments of both Whites and Blacks in private elementary schools have fluctuated considerably since 1970, and vary substantially by region.

See Table 4.05

Chart 4.05

Enrollment in Private Elementary Schools



Source of Data: Bureau of the Census

The distribution of secondary school enrollment between private and public schools has not changed substantially in recent years.

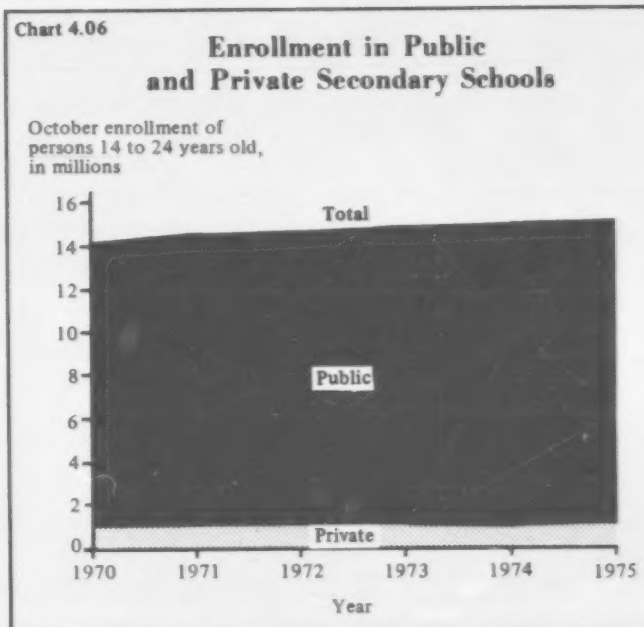
See Table 4.02

There was greater private school participation by students from families with incomes of $15,000 and over (constant 1975 dollars) in 1975 than in 1970. Otherwise, the student composition by family income of both public and private secondary schools changed little during the 5-year period.

See Table 4.07

Chart 4.06

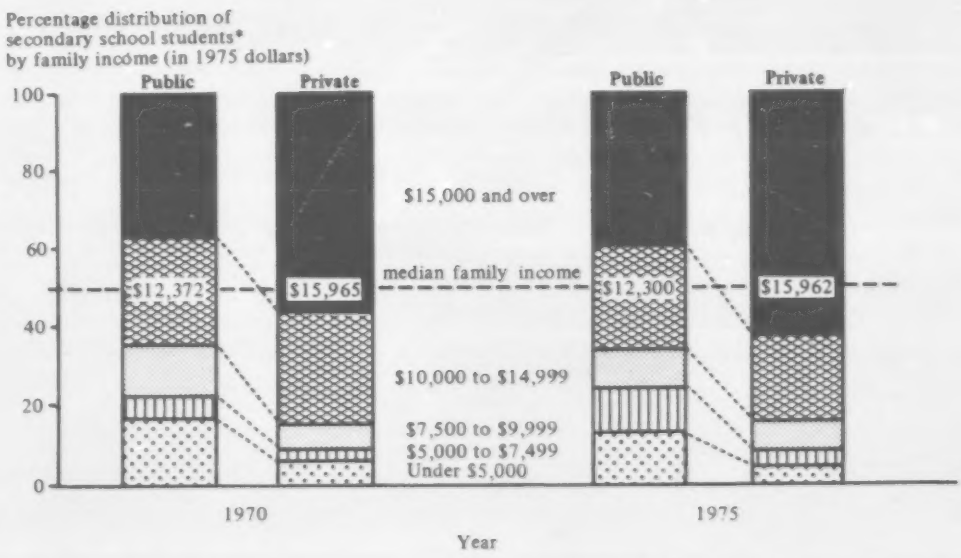
Enrollment in Public and Private Secondary Schools



Source of Data: Bureau of the Census.

Chart 4.07

Family Income of Secondary School Students



*14 to 24 years old

Source of Data: Bureau of the Census

Family income, 1975 dollars

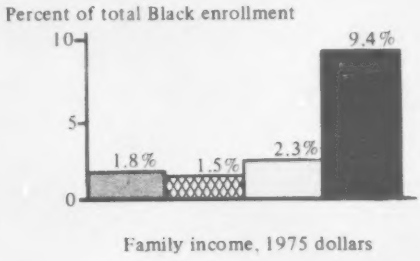
- Under $4,999
- $5,000-$9,999
- $10,000-$14,999
- $15,000 and over

The percent of Black students enrolled in private secondary schools is less than 2.5 percent nationally except within the most affluent group. Only among the lower income White groups are the rates as low.

See Table 4.08

Chart 4.08

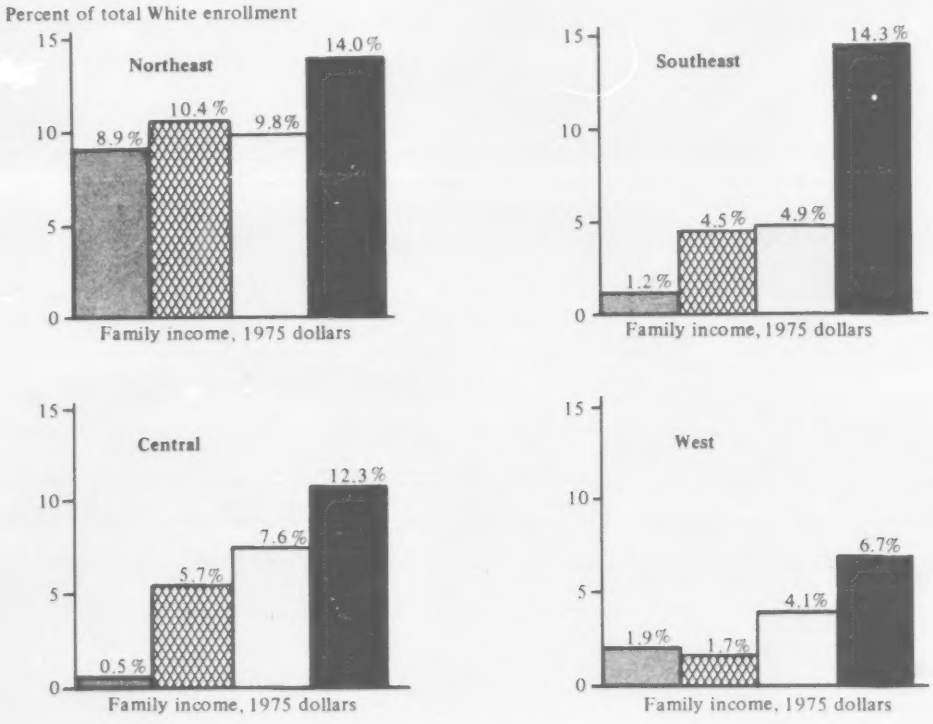
Black Enrollment in Private Secondary Schools, 1975



See Table 4.08

Chart 4.09

White Enrollment in Private Secondary Schools, 1975



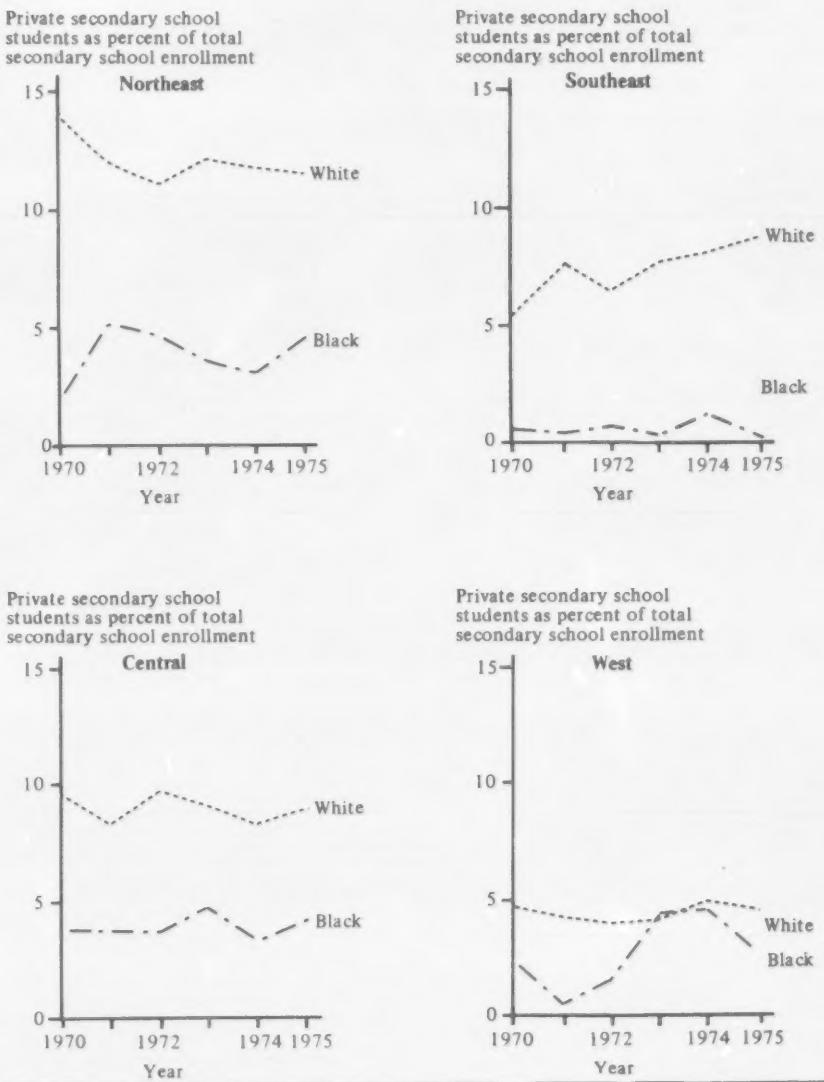
Source of Data: Bureau of the Census

Except in the West, the participation of Whites in private secondary schools has been substantially higher than that of Blacks.

See Table 4.10

Chart 4.10

Enrollment in Private Secondary Schools, by Region and Race



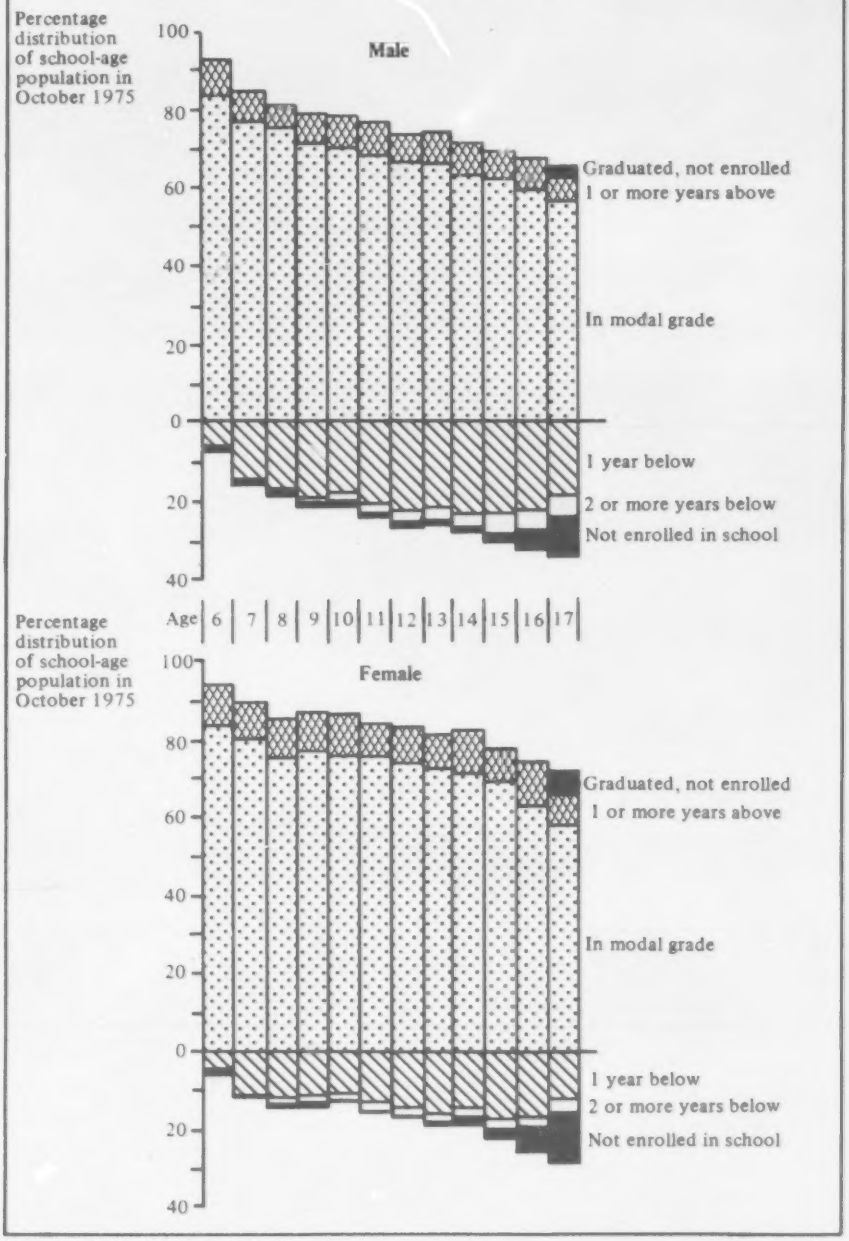
Source of Data: Bureau of the Census

From one grade to the next, the percent of students below the modal grade increases most noticeably for males. Among male 16-year-olds, fully *one-third* fall one or more grades below the level appropriate for their age group.

See Table 4.11

Chart 4.11

Modal Grade of School-Age Population

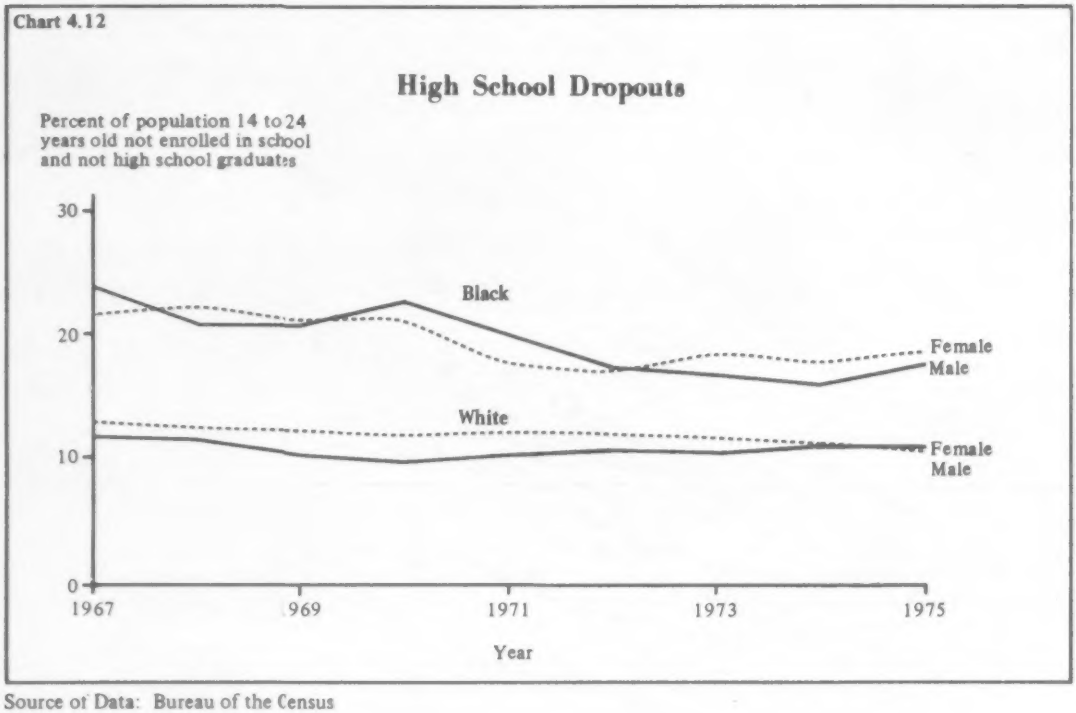


Source of Data: Bureau of the Census

Dropout rates have declined for Blacks since 1967, although the rates for White males and females still are lower than those for Blacks.

See Table 4.12

Chart 4.12



Source of Data: Bureau of the Census

Postsecondary Education

Postseondary education was seen in chapter 3 to encompass a variety of education experiences, ranging from courses in vocational and technical schools to programs in 2- and 4-year institutions of higher education as well as informal adult education activities. At the same time, enduring interest in the access to higher education gives considerable importance to the patterns of enrollments in higher education by such variables as family income and race. The regard for lifelong learning as both a right and pattern of educational participation underscores the importance of considering all possible types of educational activity in exploring alternatives for persons who have achieved a basic education. Thus, participation in postsecondary education is fully examined only through scrutiny of both the full range of postsecondary participation and the full complement of factors describing participation in higher education.

Patterns of attainment and enrollment in higher education reflect both the continuing trend toward higher levels of educational attainment in the adult population and larger college enrollments for older age groups. Between 1970 and 1975, the percent of persons 18 to 24 enrolled in high school, college, or graduate school remained a nearly constant 30 percent; for persons 25 to 35, there was a slight increase, from 5.5 to 7.7 percent (chart 4.13). While enrollment increases have been only slight for the 18- to 24-year-old population, for the 25- to 35-year-old population the percent either enrolled in college or having had some college experience has risen, from 32.3 percent in 1970 to 42.4 percent in 1975.

The participation rates in higher education for students may be viewed from another perspective using data from the National Longitudinal Study of the Class of 1972. Data on college enrollments for the years 1972, 1973, and 1974 offer insights into the persistence of students in higher education. Of the 29.4 percent of the class who entered 4-year colleges in fall 1972, 73.5 percent were still enrolled in fall 1974 (chart 4.14). This group comprised 24.1 percent of the total class of 1972. Of the 14.5 percent enrolling in 2-year schools initially, 60.0 percent either had completed a course of study, transferred to a 4-year institution, or were still enrolled in 1974. This group was 8.7 percent of the total class. Of the entire class, 51.2 percent had, for at least one of the three years, entered either a 4- or 2-year college.

With these figures providing a context for reviewing the participation of the entire high school class of 1972 in postsecondary education, it is interesting to consider persistence by population subgroups. In fall 1974, participation in postsecondary education of the class of 1972 revealed enrollment disparities by race. When examined by comparable ability and socioeconomic status groups, Blacks from the graduating class of 1972 surpassed their White classmates in their persistence in some form of schooling 2 years later (charts 4.15 and 4.16). For virtually every ability and socioeconomic status group, the Blacks in the longitudinal study were showing greater staying power than Whites.

The determinants of persistence are of concern to both institutions and policymakers. The relationships

of student aptitude and educational aspirations to participation patterns are therefore of considerable interest. The expressed educational aspiration of students in high school bore a noticeable relationship to their educational participation two years later. Of students entering 4-year colleges, 60 percent of those who planned to complete 4 or more years of college were still enrolled in 1974 (chart 4.17). Of those who did not aspire to completion of college, only 13 percent were still enrolled in 1974. Of those entering 2-year colleges in 1974, 43 percent of those whose aspirations were completion of a 2-year program either had graduated from a 2-year school or were still enrolled. Only 4 percent of those whose aspiration was less than college completion were still enrolled.

The role of financial assistance in improving access to postsecondary education has also been a major policy issue. Several assistance programs for students have been initiated to improve access to higher education for all students by making the choice less dependent upon socioeconomic background. Profiles of freshmen who have received aid compared with profiles of the freshman population generally show that Federal student aid has gone to students from the lower socioeconomic quartiles in amounts greater than their representation in the student population (chart 4.18). Students from the two highest achievement ability quartiles have also received aid in greater proportion than their representation among freshmen generally.

Improving access to higher education for Blacks and other minorities has received considerable attention. Enrollment rates in college for persons 18 to 34 years old do show changes in higher education participation in the years since 1970. For the four regions, enrollments of Whites in college have ranged from 12 to 18 percent of the population subgroup, though for any *one* region, enrollment patterns have not changed by more than 1 percent since 1970 (chart 4.19). In constrast, the enrollments of Blacks in higher education have risen in each region. The enrollment increase among Blacks has been greatest in the Northeast, where it rose from 8.8 percent in 1970 to 16.8 percent in 1975. Other increases were by 2.5 percentage points in the Southeast, 7.2 points in the Central region, and 4.8 in the West.

Several general changes in postsecondary participation have occurred since 1970. The 18- to 24-year old population has exhibited fairly constant full time college enrollment, while the proportion of persons enrolled part time has increased (chart 4.20). A different shift is observable in the 25- to 34-year old population, where full time enrollment has risen dramatically, especially since 1973.

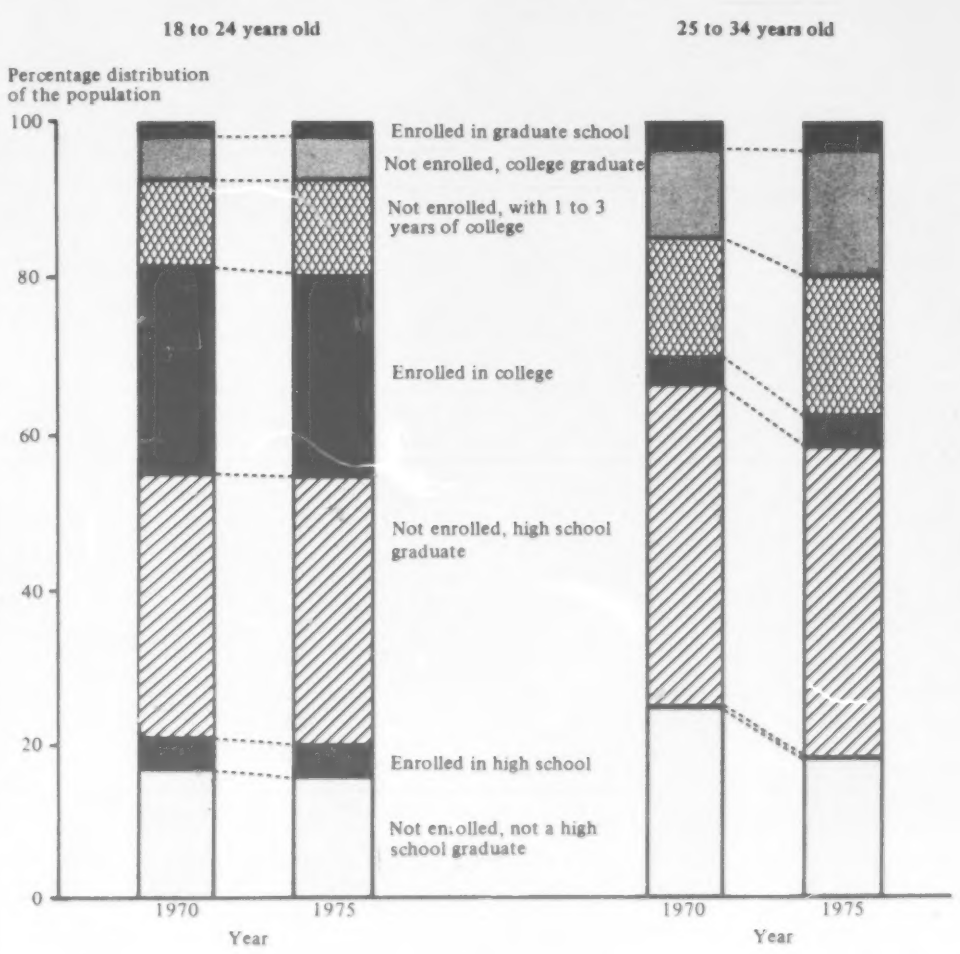
Adult education courses offer many opportunties for postsecondary education that are not easily classified by nature of the course or intent of the student. An examination of the type of credit sought by adults for their participation in adult education in 1975 reveals that 44 percent of participants received academic credit (chart 4.21). The type of credit received ranged from high school completion through postgraduate or professional degree credit. Another substantial portion of the courses (26 percent of the total) consisted of noncredit courses that were job related.

During the 1970 to 1975 period, the proportion of high school dropouts declined, while college graduates increased more noticeably among the population 25 to 34 years old.

See Table 4.13

Chart 4.13

Young Adult Enrollment in Education

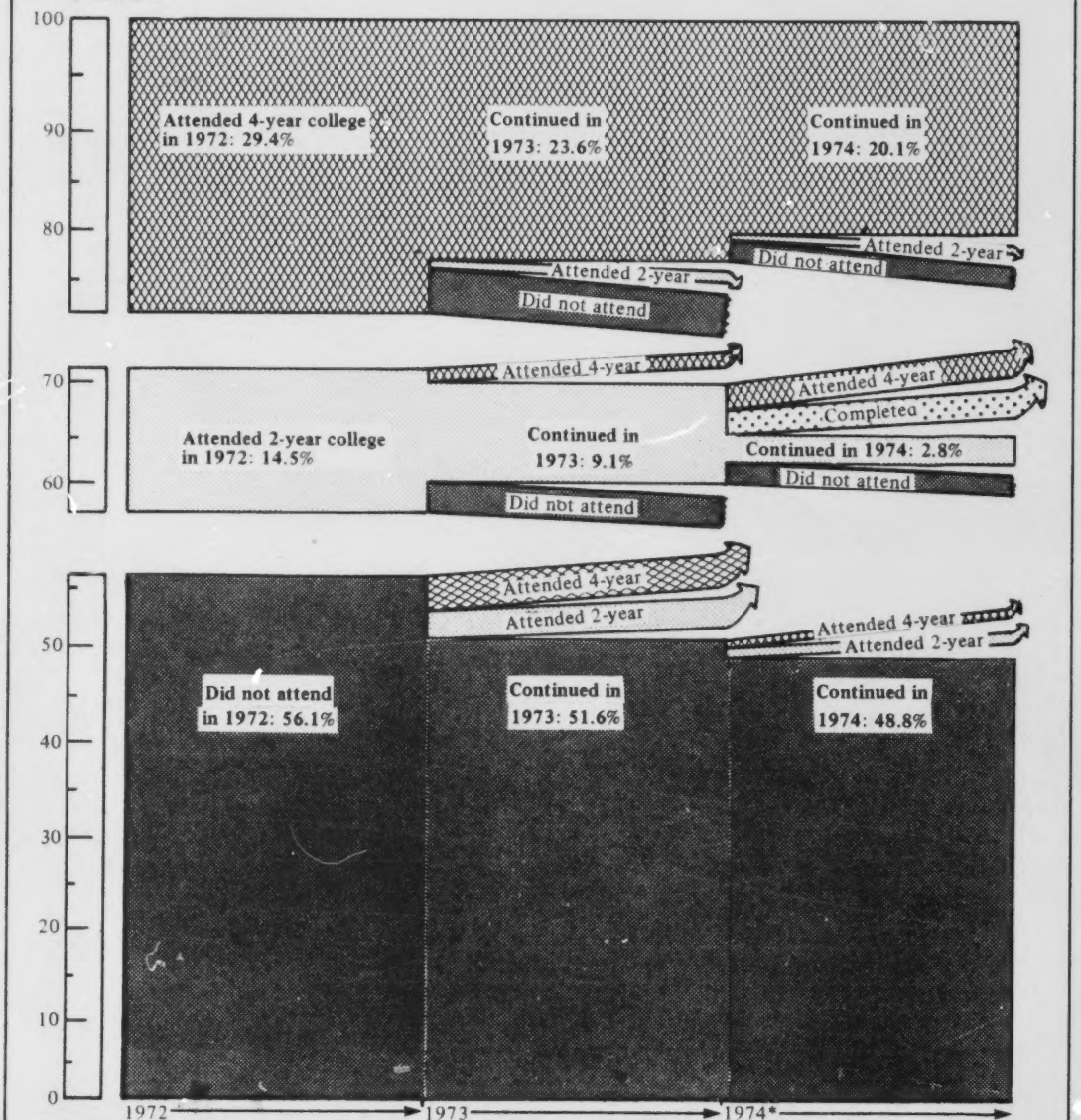


Source of Data: Bureau of the Census

In fall 1972, 44 percent of the 1972 high school graduates were attending college. By 1974, the proportion attending college had dropped to 35 percent, with 2 percent having completed 2-year college programs. Thirty percent of the 2-year college students (4.4 percent of the total) dropped out of school after only 1 year, compared with 16.5 percent of 4-year students (4.8 percent of the total). See Table 4.14

Chart 4.14

Persistence of the High School Class of 1972 in Higher Education



*Additional detail on students changing their status is shown in table

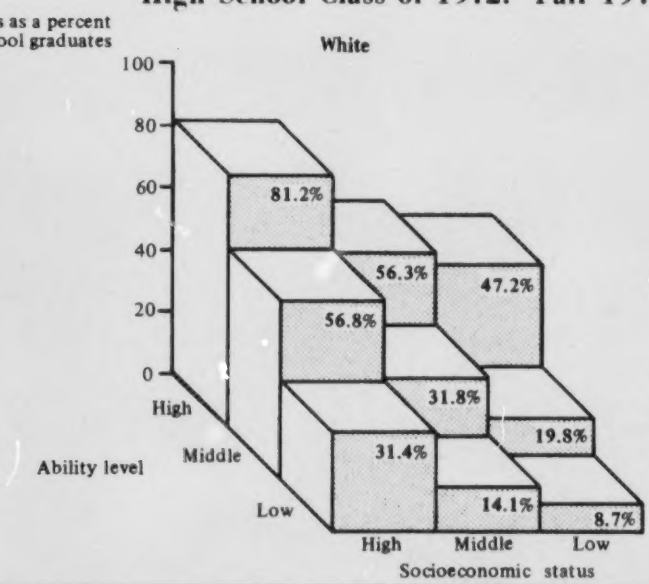
Source of Data: National Center for Education Statistics

Compared with their White counterparts within ability and socioeconomic status levels, Black high school graduates experienced higher participation rates in post-secondary education 2½ years after graduation.

See Table 4.15

Chart 4.15

Participation in Postsecondary Education of the High School Class of 1972: Fall 1974

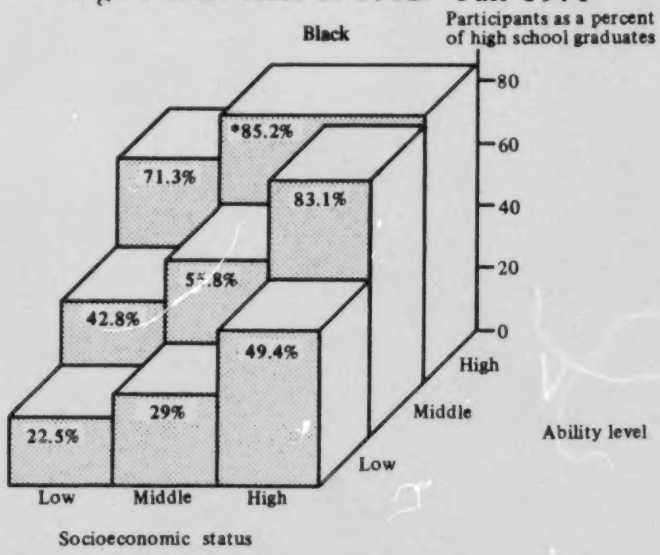


Source of Data: National Center for Education Statistics, National Longitudinal Study

See Table 4.15

Chart 4.16

Participation in Postsecondary Education of the High School Class of 1972: Fall 1974

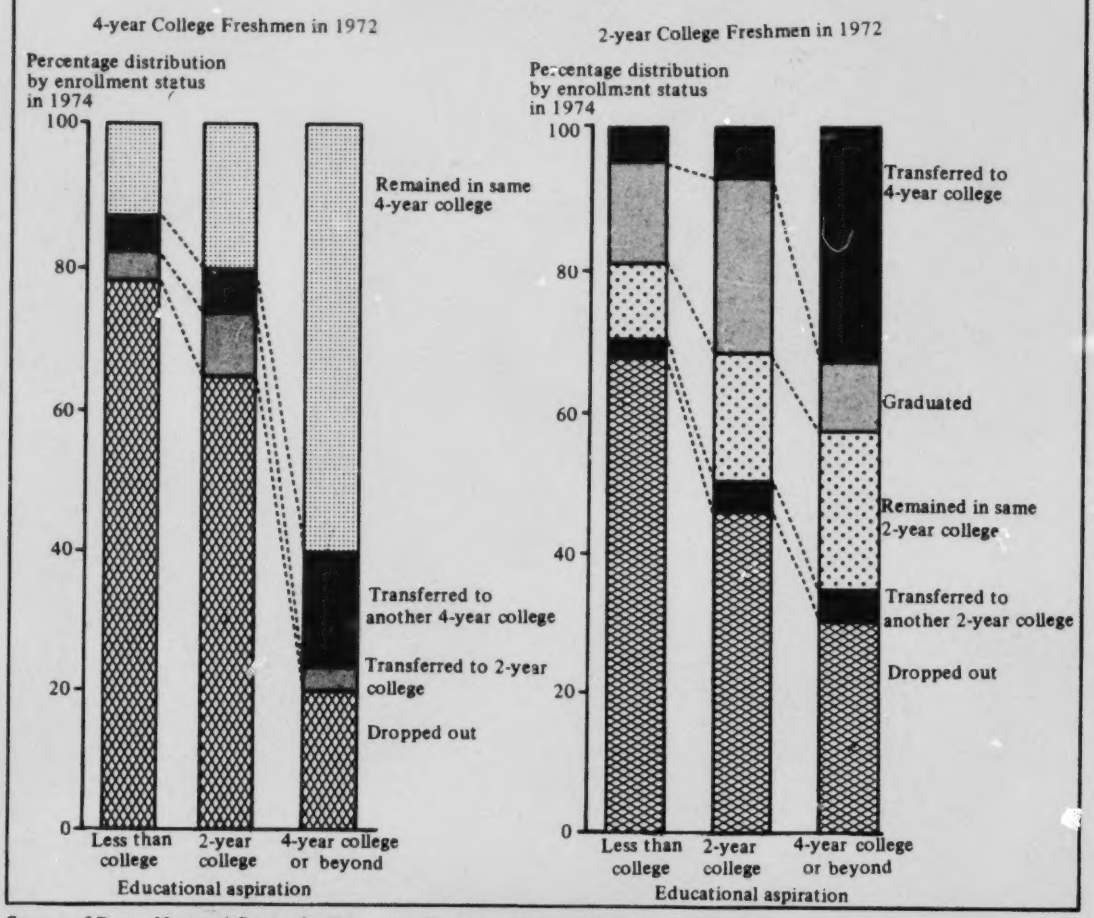


*Due to small sample size, middle and high socioeconomic status categories were combined at the high ability level.
Source of Data: National Center for Education Statistics, National Longitudinal Study

By 1974, the majority of freshman who entered 4-year colleges in 1972 and had aspired to less than a bachelor's degree had dropped out of school. Among 2-year college freshmen, those who had aspired to less than a college education were also likely to have left school. More than ¾ of the 4-year college freshmen who had desired a baccalaureate degree or beyond remained enrolled in 4-year institutions in 1974. See Table 4.17.

Chart 4.17

1974 Enrollment Status of 1972 Freshman Class, by Educational Aspirations Prior to Entry



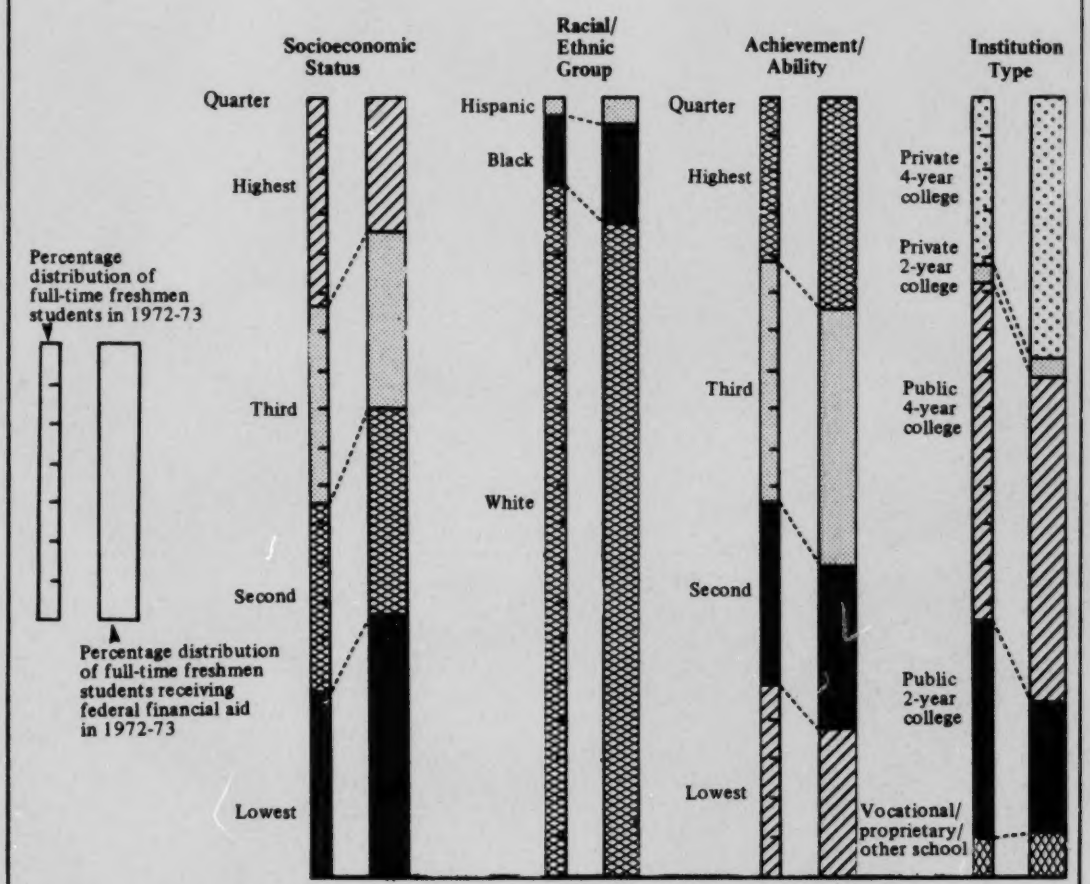
Source of Data: National Center for Education Statistics, National Longitudinal Study

Recipients of Federal financial aid are more often persons from the lowest socioeconomic status group, non-Whites, high ability persons, and persons attending private 4-year institutions.

See Table 4.18

Chart 4.18

Characteristics of Freshmen Receiving Federal Financial Aid



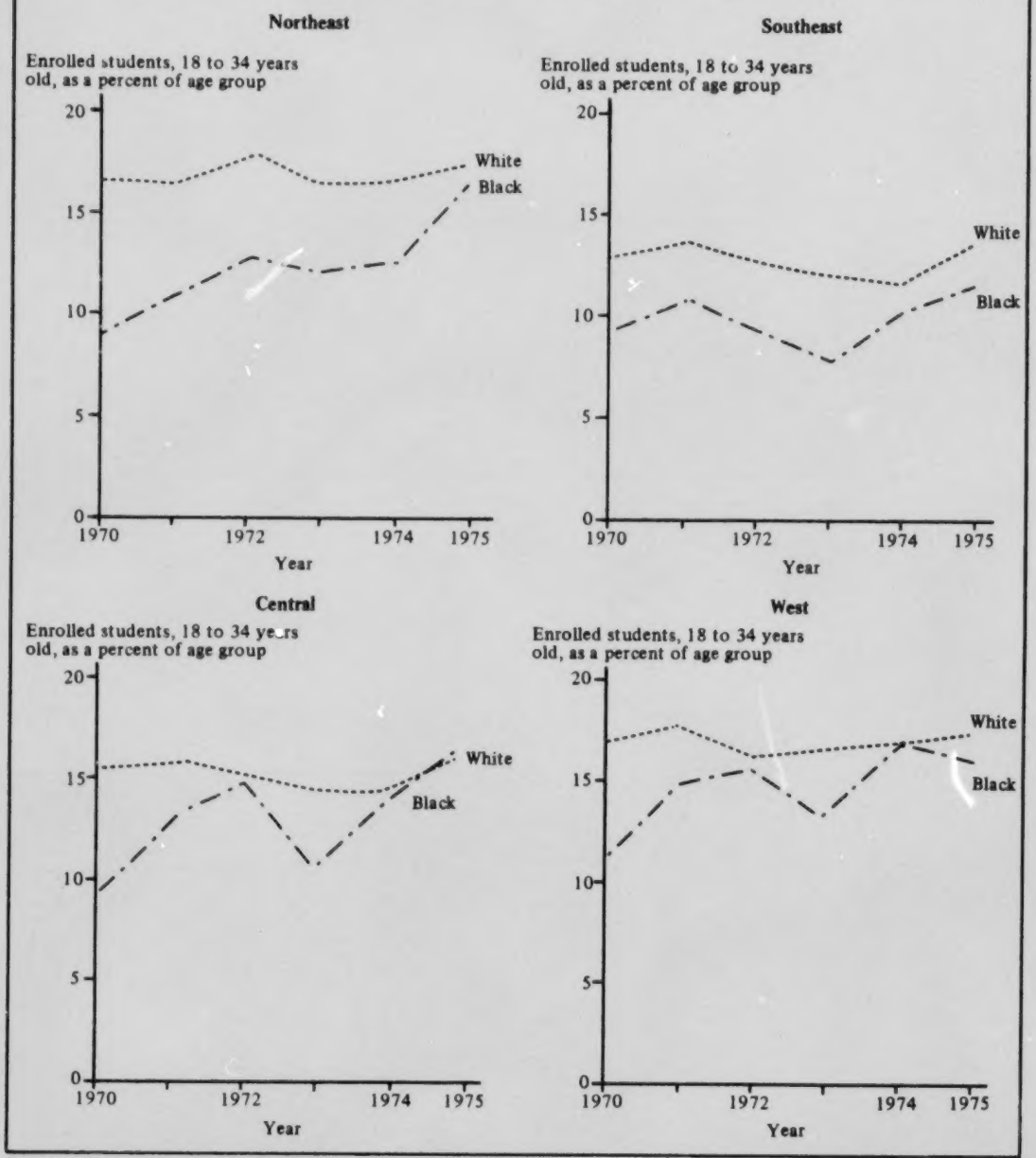
Source of Data: National Center for Education Statistics, National Longitudinal Study

College participation rates for Blacks have risen in the Northeast and Central regions. They were about equal to those for Whites in 1975.

See Table 4.19

Chart 4.19

College Participation of Young Adults, by Region and Race



Source of Data: Bureau of the Census

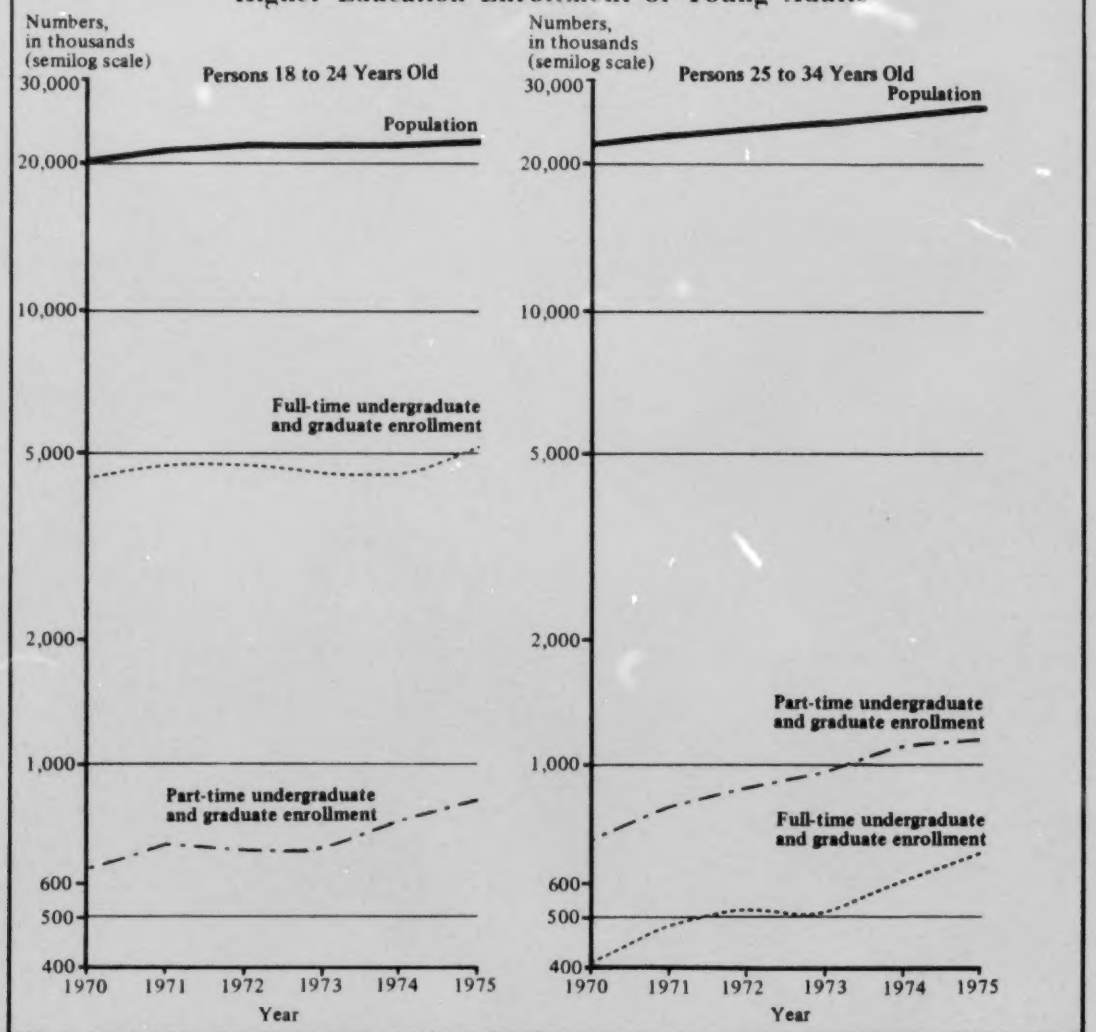
Part-time enrollment of persons 18 to 24 years old has risen faster than full-time enrollment in the last 5 years.

In contrast, full-time enrollment of persons 25 to 34 years old has risen faster than part-time enrollment.

See Table 4.20

Chart 4.20

Higher Education Enrollment of Young Adults



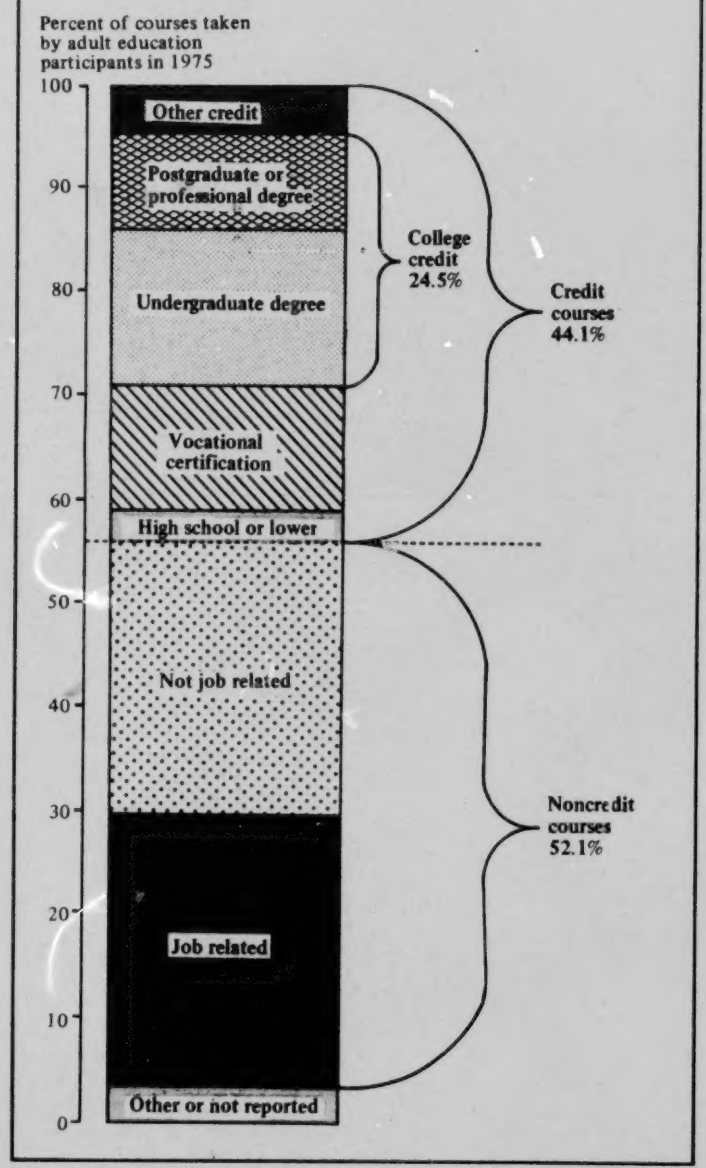
Source of Data: Bureau of the Census

Although fewer adult education courses are undertaken for credit, college credit courses account for almost one-fourth of all courses taken.

See Table 4.21

Chart 4.21

Adult Education Courses



Source of Data: National Center for Education Statistics

Educational Participation of Ethnic and Language Minorities

The social condition of Americans of Spanish origin or descent will be documented regularly by the major statistical agencies of the U.S. Government under the provisions of Public Law 94-311. NCES is engaged in collecting and reporting statistics to estimate the need for bilingual education. Public Law 93-380 mandated NCES to conduct a survey to count the number of children and adults from non-English language backgrounds with limited English-speaking ability and to report the results to the Congress by July 1, 1977. NCES surveys provide information in response to P.L. 94-311 and also describe other ethnic and language minority groups.

The ethnic and language characteristics of the total population were described in chapter 1. Statistics presented there noted that about 1 to 20 Americans is of Spanish origin or descent. More than 80 percent of that Spanish-origin population, live in households where Spanish is spoken as the usual or second household language and about 40 percent speak Spanish as their own usual individual language.

Since Spanish is the language background of about half of the school-age population with non-English backgrounds, any description of ethnic and language minorities in the United States needs to single out that numerically dominant Spanish origin population.

Participation of Spanish heritage persons under the age of 35 in the American educational system must be considered in the context of language usuage (chart 4.22). Persons who speak Spanish as their usual language participate in education much less than others of Spanish descent who speak English as their usual language. Compared with a general population, all persons of Spanish descent, ages 4-34, tend to be enrolled in school at a slightly lower rate at the preschool-, elementary-, secondary-, and postsecondary-equivalent ages (chart 4.23). The small difference disappears for persons of Spanish descent in households in which only English is spoken and for those in Spanish-speaking households whose usual individual language is English. Persons usually speaking Spanish at each of these age ranges are enrolled at lower rates than English-speaking persons in either the general population or in Spanish-speaking households. In comparison with children under the age of 14 who speak other non-English languages, Spanish-speaking children are enrolled at a slightly higher rate, and for those 14 and over, at a lower rate.

Children of Spanish origin or descent in grades 1 through 8 are more likely to be below grade level for their ages than are children with other European origins or Blacks (chart 4.24). Speaking Spanish as a usual individual language is associated with even greater relative numbers of Spanish origin children "behind" in school (chart 4.25).

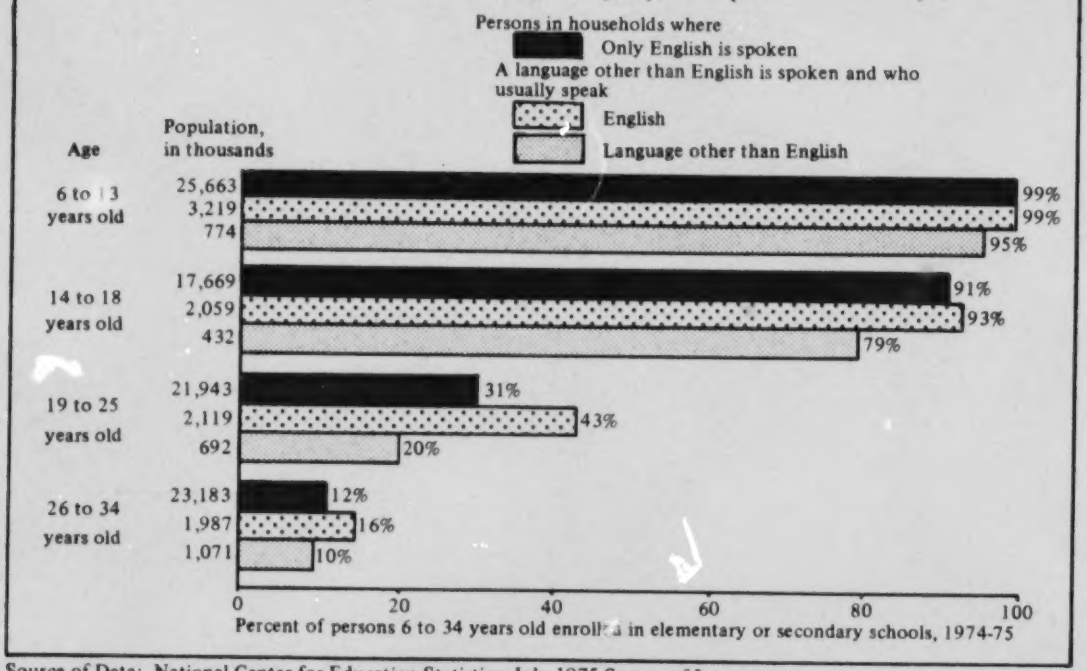
About one-fourth of all persons 14 to 24 years old of Spanish origin are "dropouts" – not high school graduates and not enrolled in school – compared with only 10 percent in the total population. Spanish-origin persons in this age range who usually speak Spanish have dropped out at a 45-percent rate (chart 4.26). For other language minority persons who usually speak their native languages, only 20 percent have dropped out. In the high school graduating class of 1972, relatively fewer Spanish origin than White or Black students completing high school went on to postsecondary education (chart 4.27).

Persons who usually speak a language other than English do not participate in the educational system to the same extent as those who usually speak English.

See Table 4.22

Chart 4.22

Enrollment, by Language Usage

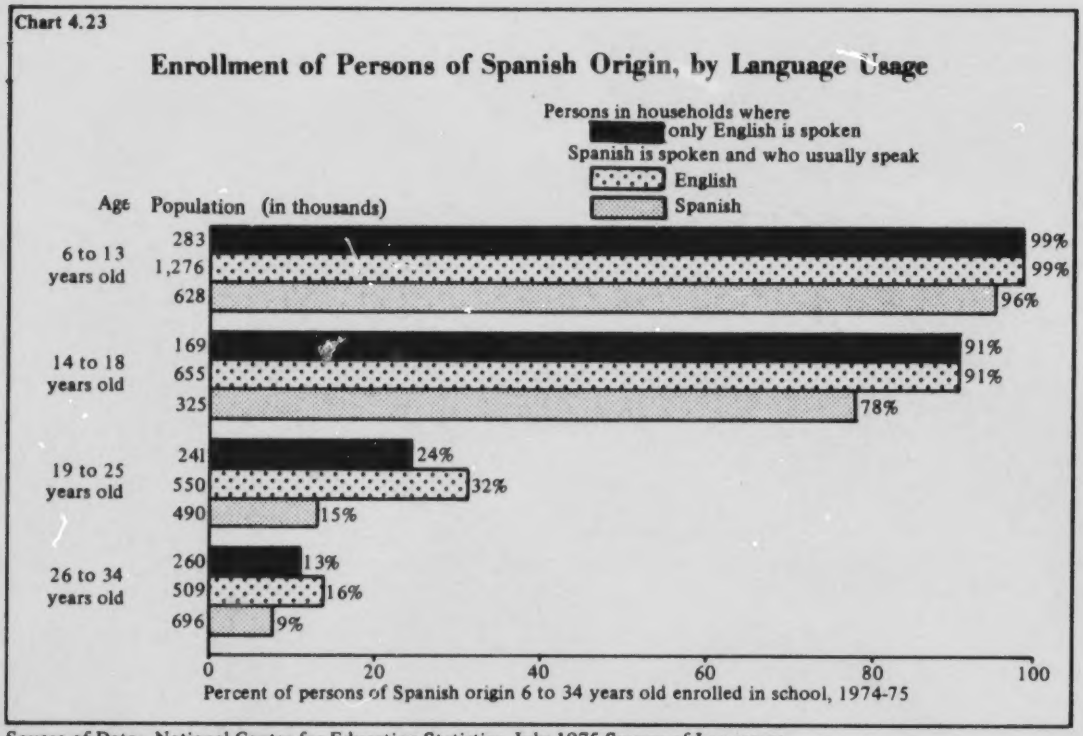


Source of Data: National Center for Education Statistics, July 1975 Survey of Languages

Participation in the educational system for persons of Spanish origin is also related to language usuage; those who usually speak Spanish have lower participation rates in each age group than those who speak English.

See Table 4.23

Chart 4.23



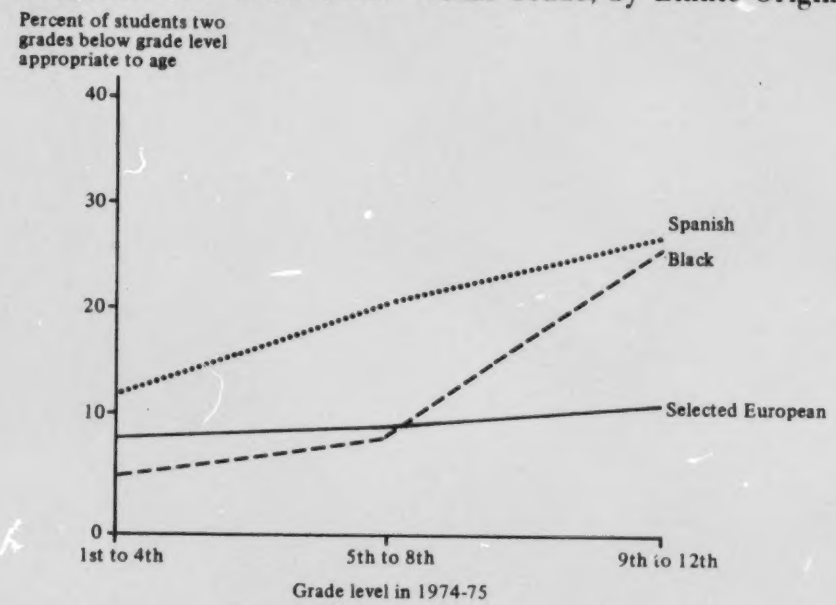
Source of Data: National Center for Education Statistics, July 1975 Survey of Languages

More students of Spanish origin than from other ethnic origins are behind in school at every grade level. Students of Black descent are more likely to fall behind in high school.

See Table 4.24

Chart 4.24

Students Two Grades Below Modal Grade, by Ethnic Origin



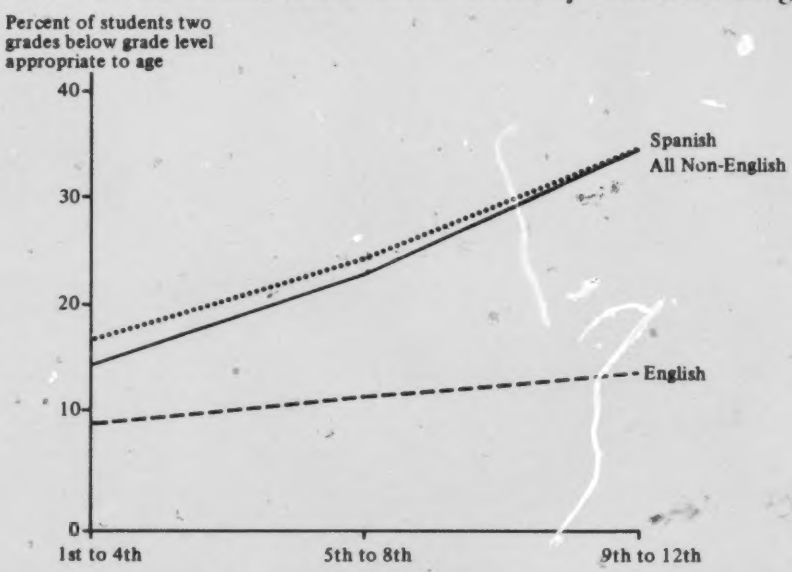
Source of Data: National Center for Education Statistics, July 1975 Survey of Languages

Students who live in households where a language other than English is usually spoken are behind the grade level expected for their age more frequently than are students living in households where English is usually spoken.

See Table 4.25

Chart 4.25

Students Two Grades Below Modal Grade, by Household Language



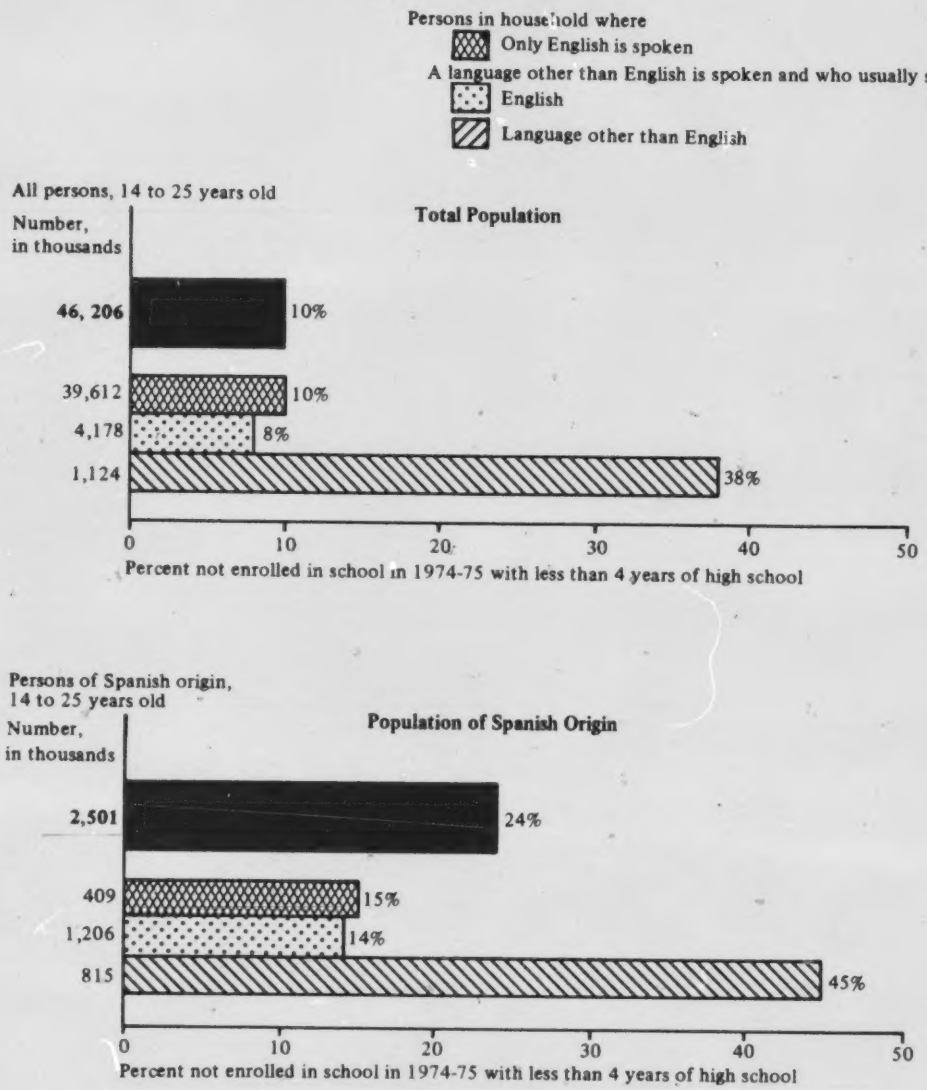
Source of Data: National Center for Education Statistics, July 1975 Survey of Languages

While about 10 percent of the total population 14 to 25 years old had completed less than 4 years of high school and were not enrolled during the 1974-75 school year, the rate was twice as great (24 percent) for those of Spanish origin and over four times as great (45 percent) for those who usually spoke Spanish.

See Table 4.26

Chart 4.26

High School Dropouts, 14 to 25 Years Old by Language Characteristics



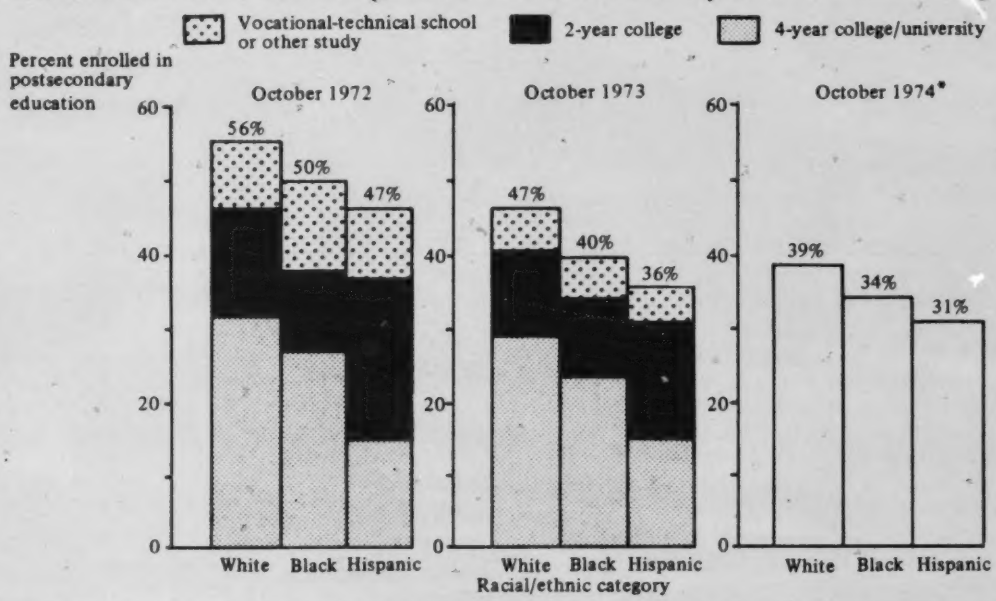
Source of Data: National Center for Education Statistics, July 1975 Survey of Languages

Persons of Hispanic origin from the high school class of 1972 were less likely than either Whites or Blacks to be enrolled in postsecondary education; and, of persons who were enrolled in postsecondary education, those of Hispanic origin were more likely than the others to attend 2-year colleges.

See Table 4.27

Chart 4.27

Enrollment Status of the High School Class of 1972 by Race or Ethnic Origin



*Data on type of institutions unavailable.

Source of Data: National Center for Education Statistics

Chapter 5
Outcomes

Concern over disparities in the availability and delivery of educational services derives from concern over disparities in educational outcomes. It is still widely believed that a good education is a prerequisite to success, and the statistics on employment and income of adults provide ample evidence of strong correlative relationships between educational attainment and occupational status and salaries. If indeed education is responsible for even a share of these observed differences, then educational attainment is an important social indicator of "life chances"—economic success, occupational security, and social participation. Disparities in educational attainment levels among groups within the population may foreshadow future disparities in social outcomes.

Recent economic conditions have raised some doubts as to whether these well-known relationships derive from educational effects or from other conditions which are correlated with educational attainment, such as ability or family income level. It can also be argued that as educational attainment of the population rises *generally*, the benefits deriving from higher levels of education will diminish because they do not place the recipients in as highly selective a group as in the past. On the other hand, of course, as the median level of education rises, the importance of education as a credentialing factor is not likely to diminish.

Statistics provide important indicators for at least two aspects of educational outcomes: the achievements of persons as they progress through and leave the educational system and the relationships between educational attainment and social and economic variables. This chapter presents evidence showing changes over time for each of these aspects of educational outcomes. Whenever possible, the examination of measured outcomes identifies changes in disparities among groups.

Special compilations of data on adult achievement, appearing for the first time here, permit a review of adult performance, as differentiated from educational attainment. Patterns of adult performance for groups defined by sex, age, race, and region yield more comprehensive profiles of educational effects than have been possible in the past. Evidence of intergenerational influences is of particular interest.

Among the more obvious, direct indicators of educational outcomes are the data on trends in standardized test scores, shown for many types of examinations, and changes in performance of 9-year-olds on reading. A less direct but still important set of indicators is offered by performance levels of adults identified by education level of the adult and the adult's parents. An indicator of the *lasting* effects of formal education is thought to be citizen participation, measured here by voting behavior. Other data on comparative performance provide additional detail for the picture of group differences.

A context for considering these educational outcomes is provided by reviewing the rising levels of educational attainment in the population in general. The rise in rates of educational participation has had a predictable impact on the level of attainment for the population (chart 5.01). Not only has the proportion of the population with fewer than 5 years of schooling declined but also the proportion with 16 or more years of schooling has steadily increased.

At the same time that the averages in educational attainment have steadily risen, the distribution of attainment levels within age groups has declined. Reported educational attainment for cohorts of males show less variability for younger groups than for older groups (chart 5.02). The documented tendency for adults to overstate their educational attainments suggests that the actual distribution of attainment is not as great as this reported distribution at the higher levels, but there appears nonetheless to be a leveling of attainment.

Educational Achievement

Internationally administered tests in several subject areas provide a context for reviewing the performance of students in the United States. While performance of U.S. 14-year-olds did not equal that of Japanese youth in the technical areas of mathematics and science, it was generally strong in reading (chart 5.03).

Considerable attention has been given recently to reported declines in scores on standardized tests administered to applicants for college or professional schools or for school placement purposes. The reasons given for the reported decline have been varied; chapter 1 cited a public opinion poll that showed the public attributing the decline to lower quality of education. Average scores on several achievement tests administered since 1966 do show declines, though the pattern is not uniform by test area and not always consistent from year to year (charts 5.04 and 5.05).

Data from the National Assessment of Educational Progress add an important dimension to the traditional educational outcome measures of earned diplomas and degrees offered in chapter 2. The Assessment is designed to provide a comprehensive, comparable base of information on the changes in performance of young Americans over time. The project has provided baseline data in each of 10 subject areas and on changing performance in the areas of science, writing, reading, and citizenship/social studies. Previous editions of *The Condition of Education* have reported baseline and change data from several of these assessments. The selected results shown here highlight the subjects of reading and career and occupational development for some elementary and secondary age groups and several subject areas for the young adult population.

Data on changing performance by age groups over time have been reported for science and writing in earlier editions of *The Condition of Education.* Changes in performance on reading have more recently been reported. These data on changing reading performance by age groups show improvement for 9-year-olds (chart 5.06). The national mean rose from 63.98 percent in 1970 to 65.20 percent in 1974, a statistically significant increase. Examination of differences among subgroups of 9-, 13- and 17-year-olds reveal distinctive reading achievement patterns by region. Persons in the Central region led other regions at each age, while the means for groups in the Southeast were below those for other regions (chart 5.07).

In recent years, considerable attention has been directed to the adequacy of knowledge possessed by junior high and high school students and young adults about work and jobs and the extent to which schooling contributes to an understanding of aspects of the world of work. Performance of 13- and 17-year-olds and young adults (aged 26 to 35) on groups of exercises related to career and occupational development showed the job knowledge possessed by persons in these age groups and the ages at which various types of knowledge are acquired.

In a set of identical exercises given to 13- and 17-year olds, both general job knowledge and specific job knowledge were two of several areas of know-

ledge examined. General job knowledge is defined to include an understanding of such aspects of work as recognizing that people seek different things from their jobs, knowing methods of improving job skills, recognizing factors that affect hiring and promotion, and recognizing good and bad interview techniques. Specific job knowledge, on the other hand, requires that respondents know relative salaries of various jobs, know type and/or approximate length of training needed for different jobs, and recognize duties of a number of jobs. Older males and females showed better performance on both sets of questions than younger persons did, although females led males on general job knowledge for both age groups (chart 5.08). In comparing specific job knowledge for 13- and 17-year-olds, scores for both sexes were almost equal, with older persons showing higher performance levels.

A second set of exercises, administered to 17-year-olds and young adults, showed little difference in performance on skills that are generally useful in a variety of jobs, including facility with written communication, computation and measurement, manual perception, and use of graphic and reference materials. However, on questions testing specific job knowledge, older persons did outperform the 17-year-olds (chart 5.09). These patterns suggest that individuals continue to gain *specific* job knowledge throughout junior high, high school, and young adult experiences. General job knowledge also improves during the high school years, as was noted earlier.

Profiles of performance of 9-, 13-, and 17-year-olds in several subject areas reveal disparities among subgroups. For some categories, such as race and the size and type of community, differences are persistent. For other categories, such as sex, differences vary with some subject areas. Male/female differences are notable in science, mathematics, and social studies, with males showing higher achievement. The disparities in the performance of males and females generally is greater for older groups than for younger groups (chart 5.10).

Profiles of young adult performance show differences across age groups, by region and by educational attainment levels of both the young adults and their parents. Few of these differences are statistically significant.

Young adult performance for three age groups shows no consistent pattern of achievement for them. Adults between the ages of 26 and 28 perform best in the traditional subjects of reading, social studies, mathematics, and science (chart 5.11). Adults between 29 and 32 perform above the national average in reading and science, below in social studies, and nearly at the average for mathematics. The oldest group, adults between 33 and 35, was lowest on all four traditional subjects. In career and occupational skills, however, the youngest group performs poorest; the middle group best.

Performance across subject areas for various regions of the country indicate that adults in the Southeast do more poorly than the rest of the country in all subject areas (chart 5.12). Also, regionally, the greatest variability in adult achievement is in reading, the least variability in mathematics (chart 5.12).

The educational attainment of parents appears to have a strong effect on young adult achievement, as would be expected. The young adults whose parents completed high school or higher education performed better than the national average in each subject area (chart 5.13). Differences are quite consistent: if parents failed to complete high school, young adults scored below the national average. Similarly, achievement by young adults tends to reflect their own level of education. As expected, the adults who failed to complete high school performed most poorly in all areas. And high school graduates' performances were below the national average in all subjects.

The distribution of adult attainment has shifted substantially in the last 65 years, with a larger percent of adults obtaining a high school education or beyond.

See Table 5.01

Chart 5.01

Changing Educational Attainment

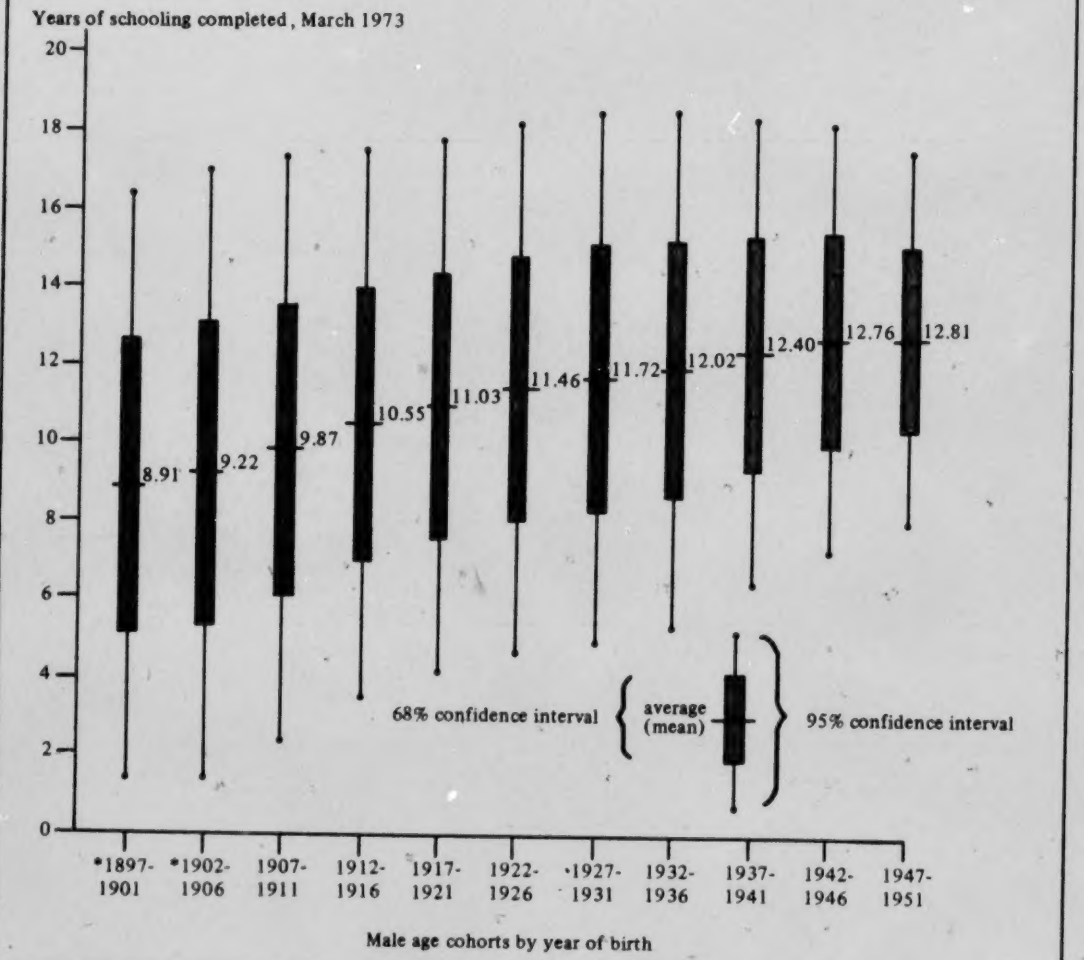
Source of Data: Bureau of the Census

The educational attainments of adult males as shown by age cohorts have increased regularly and substantially, while the variability of schooling has declined within cohorts.

See Table 5.02

Chart 5.02

Educational Attainment of Adult Males



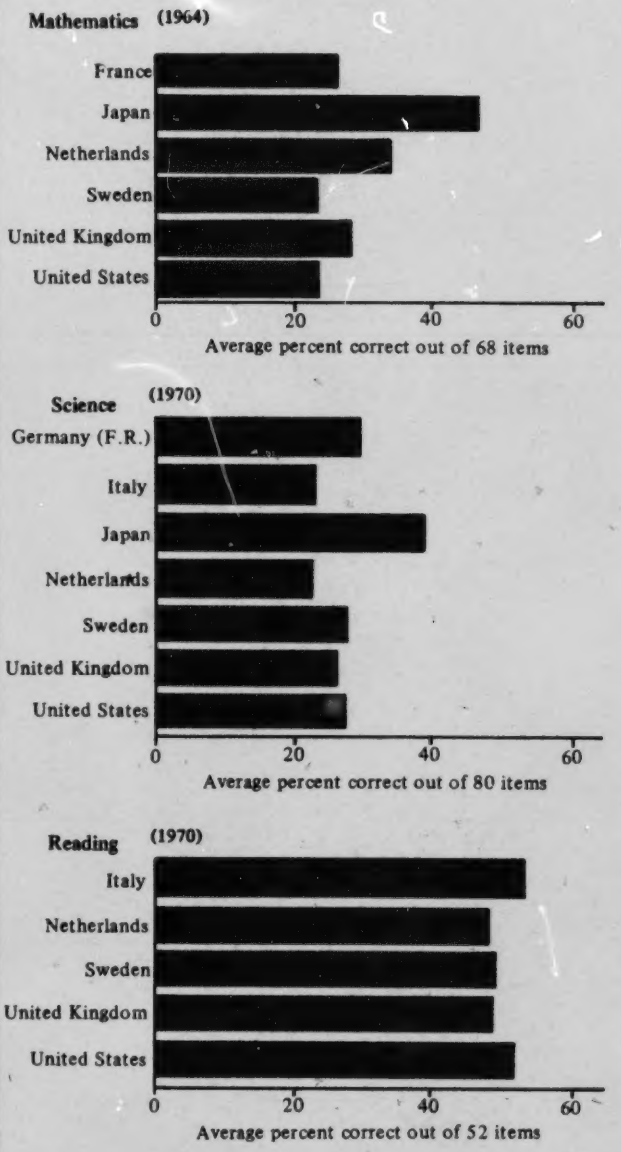
*From 1962 OCG Survey
Source of Data: Bureau of the Census and special tabulations by Hauser & Featherstone

Test performance of 14-year-olds in the United States is weaker in mathematics and science than for several other countries but comparatively strong in reading.

See Table 5.03

Chart 5.03

International Comparison of Achievement



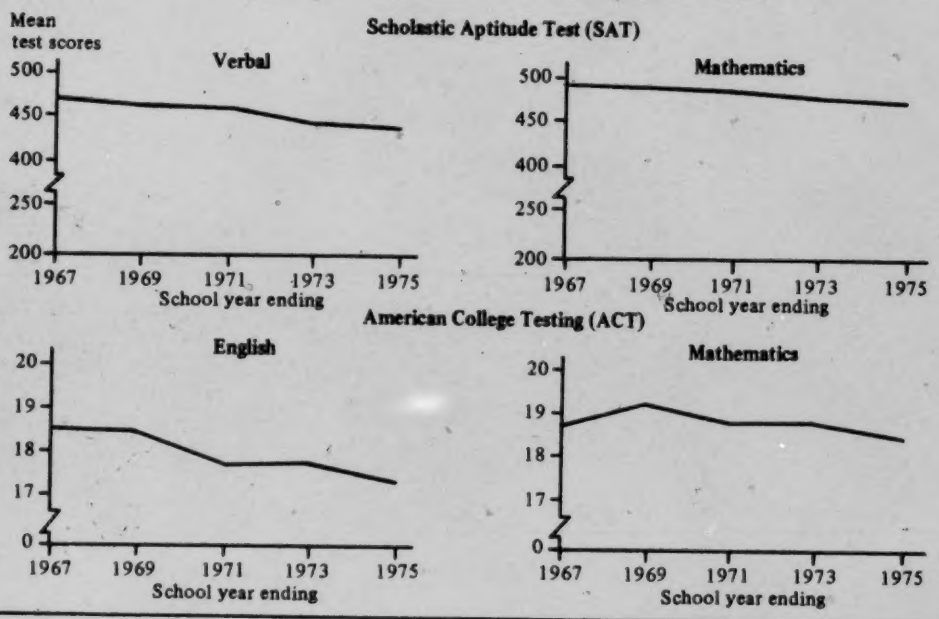
Source of Data: Organization for Economic Cooperation and Development

National averages for some standardized tests have declined in recent years.

See Table 5.04

Chart 5.04

College Entrance Examination Scores

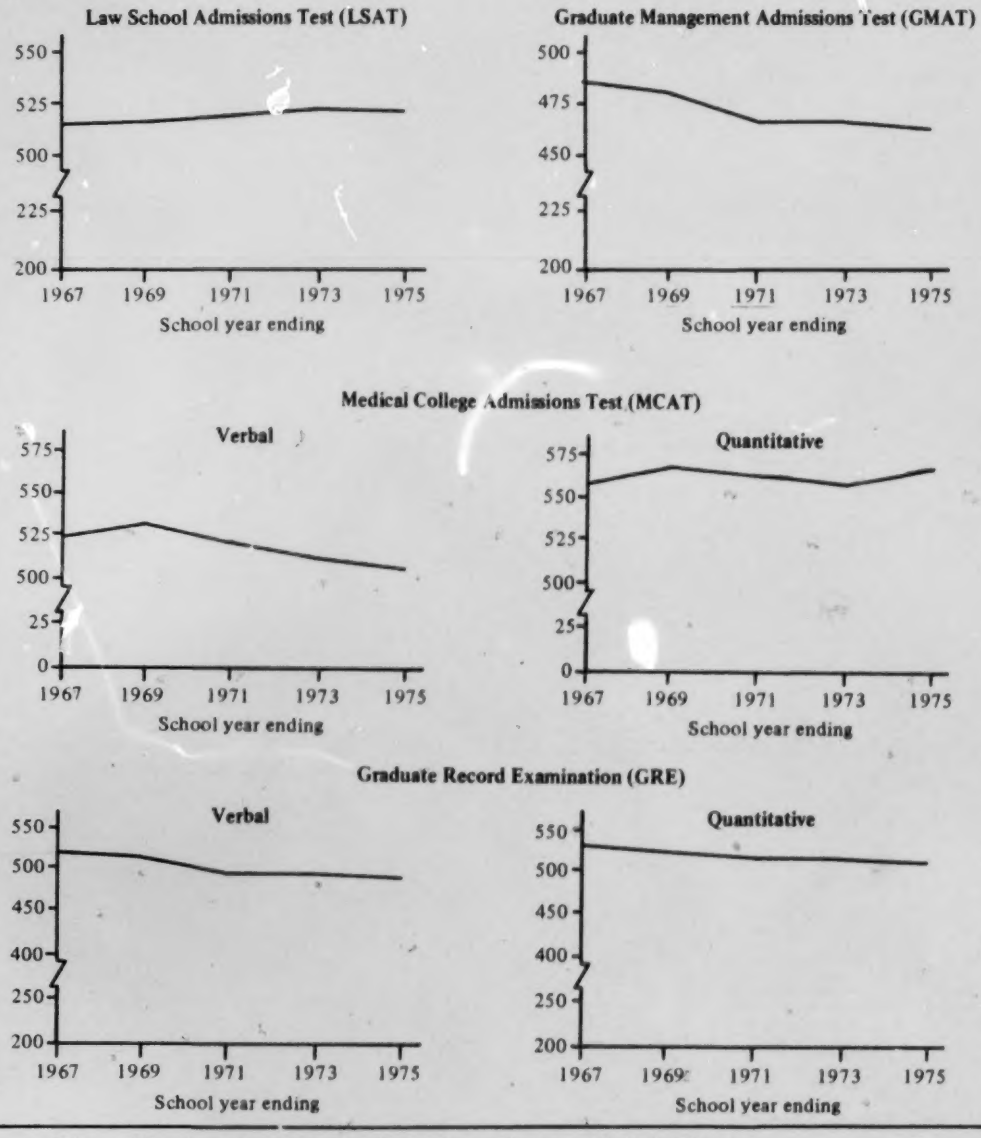


Source of Data: Educational Testing Service, and American College Testing Program

National averages for some of the test scores generally used as one criterion for admission to graduate or professional schools have shown some fluctuation since 1967. Whereas scores have declined on other graduate admissions tests, performance on the LSAT and MCAT quantitative has risen from 1967 scores. See Table 5.04.

Chart 5.05

Graduate School Entrance Test Scores

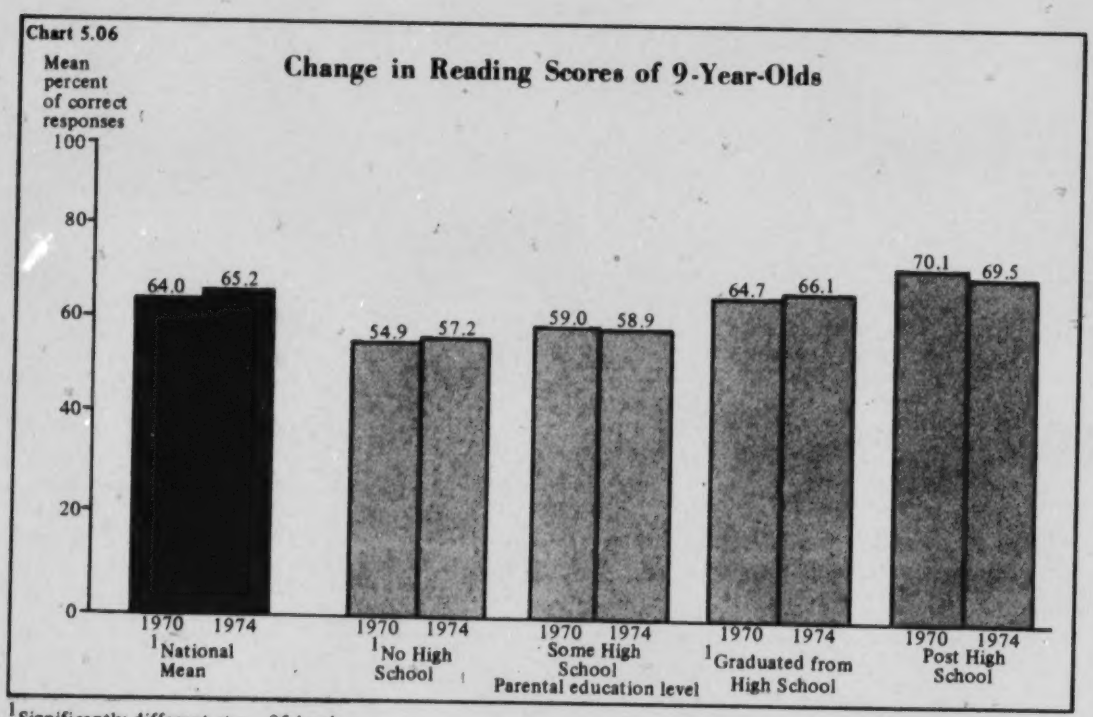


Source of Data: Educational Testing Service, Association of American Medical Colleges

Nationally, the reading scores of 9-year-olds increased slightly from 1970 to 1974, with statistically significant improvement in the performance of students whose parents either have less than a high school education or had graduated from high school.

See Table 5.06

Chart 5.06



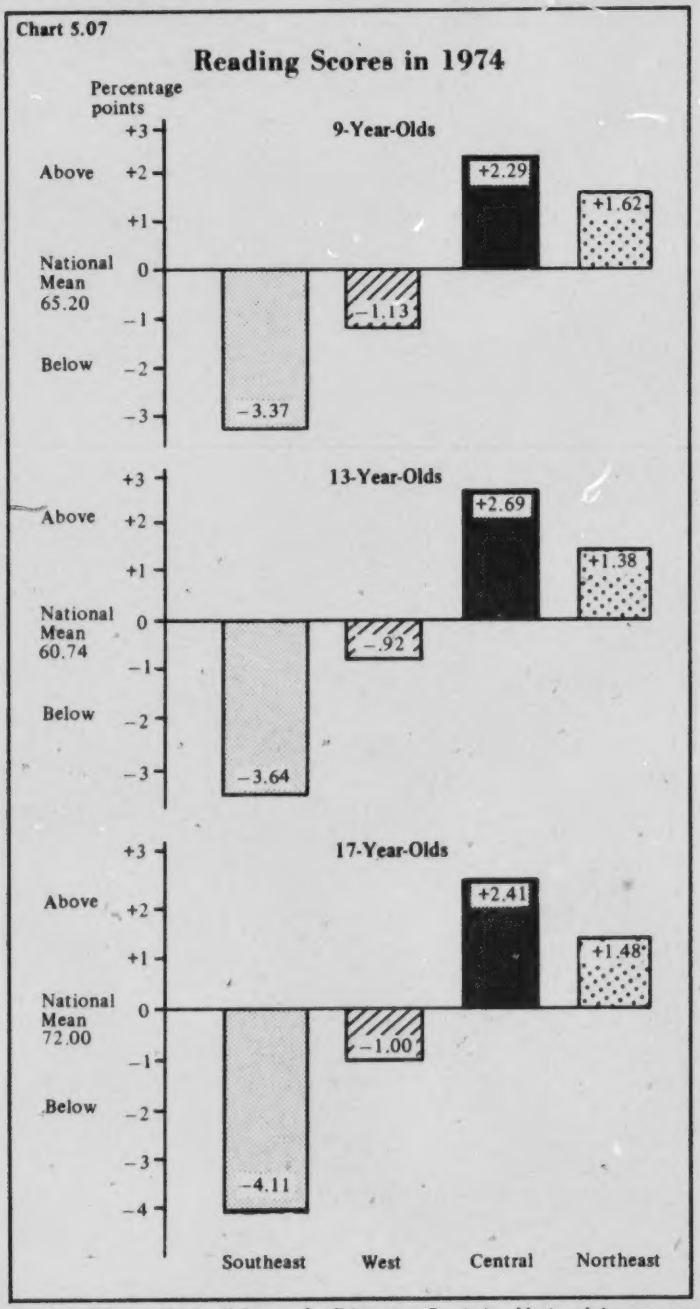
[1] Significantly different at $\alpha = .05$ level.

Source of Data: National Center for Education Statistics, National Assessment of Educational Progress

The reading performance of 9-, 13-, and 17-year-olds is highest in the Central region.

See Table 5.07

Chart 5.07



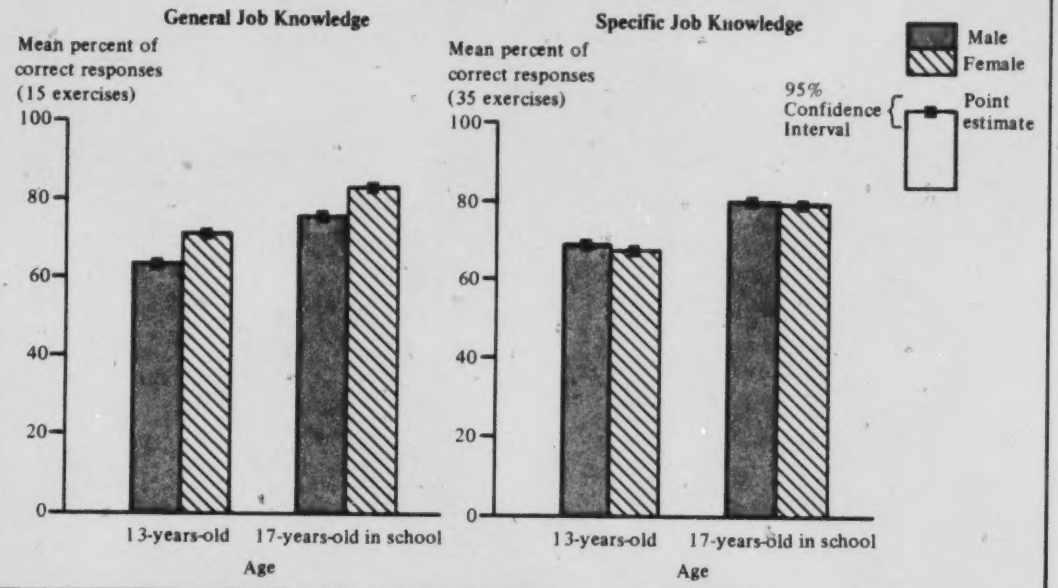
Source of Data: National Center for Education Statistics, National Assessment of Educational Progress.

Females both 13 and 17 years old perform better than males on general job knowledge, but on specific job knowledge both sexes are about the same.

See Table 5.08

Chart 5.08

Performance of 13-Year-Olds and 17-Year-Olds on Career and Occupational Development Test



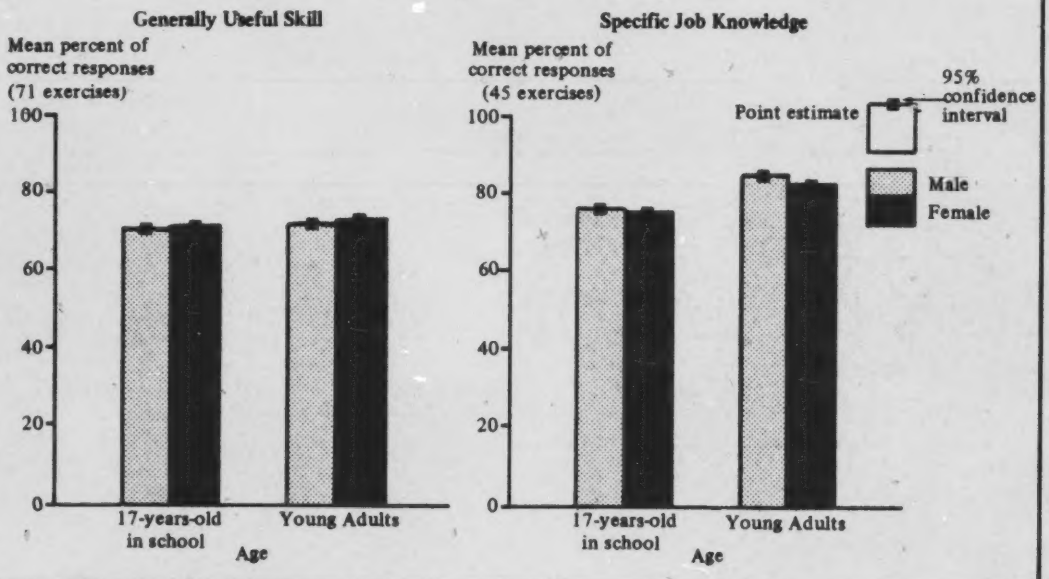
Source of Data: National Center for Education Statistics, National Assessment of Educational Progress.

Young adult performance is slightly better than that of 17-year-olds in generally useful skills, which include exercise in computation/ measurement, graphics, written communications, and manual/perception skills but substantially better on specific job knowledge.

See Table 5.09

Chart 5.09

Performance of 17-Year-Olds and Young Adults on Career and Occupational Development Test

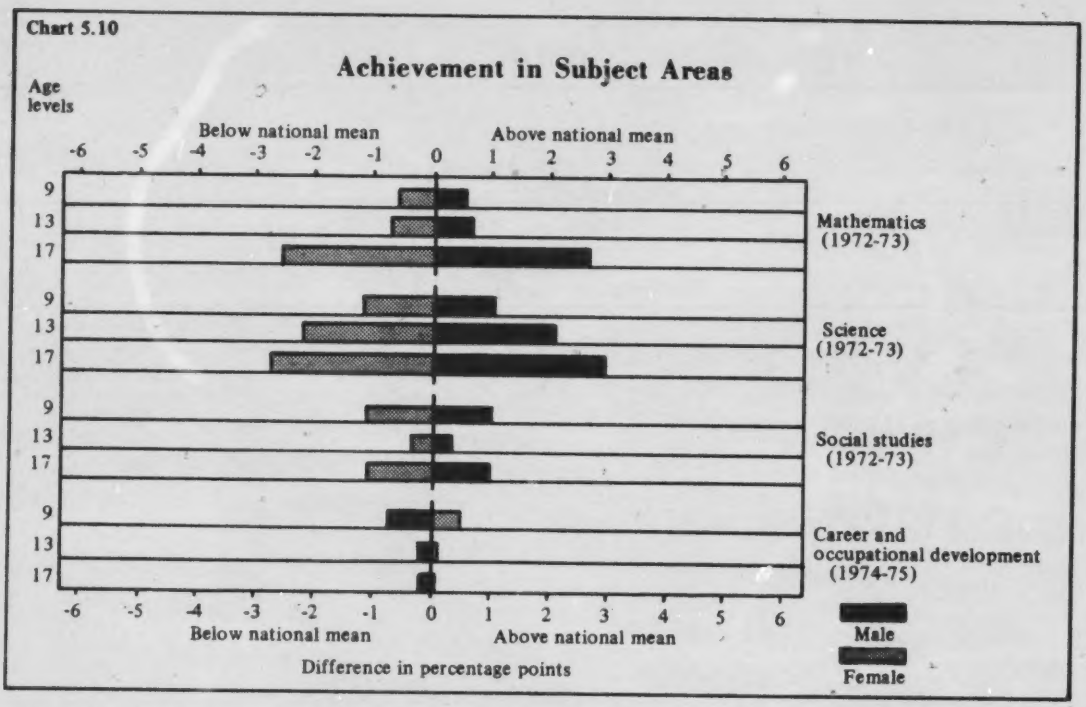


Source of Data: National Center for Education Statistics, National Assessment of Educational Progress

National averages of performance for males and females show definite disparities by subject; in the instance of mathematics and science, the differences in performances of males and females are greater for older persons.

See Table 5.10

Chart 5.10

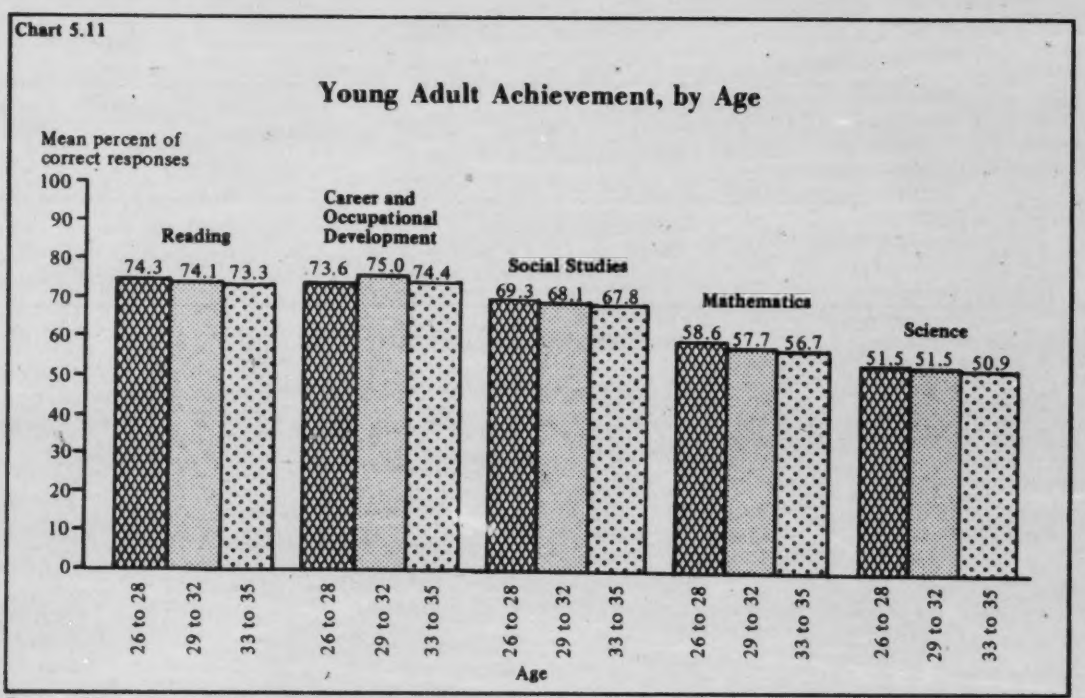


Source of Data: National Center for Education Statistics, National Assessment of Education Progress

In all subject areas there are no significant differences in achievement among three age groups of young adults.

See Table 5.11

Chart 5.11



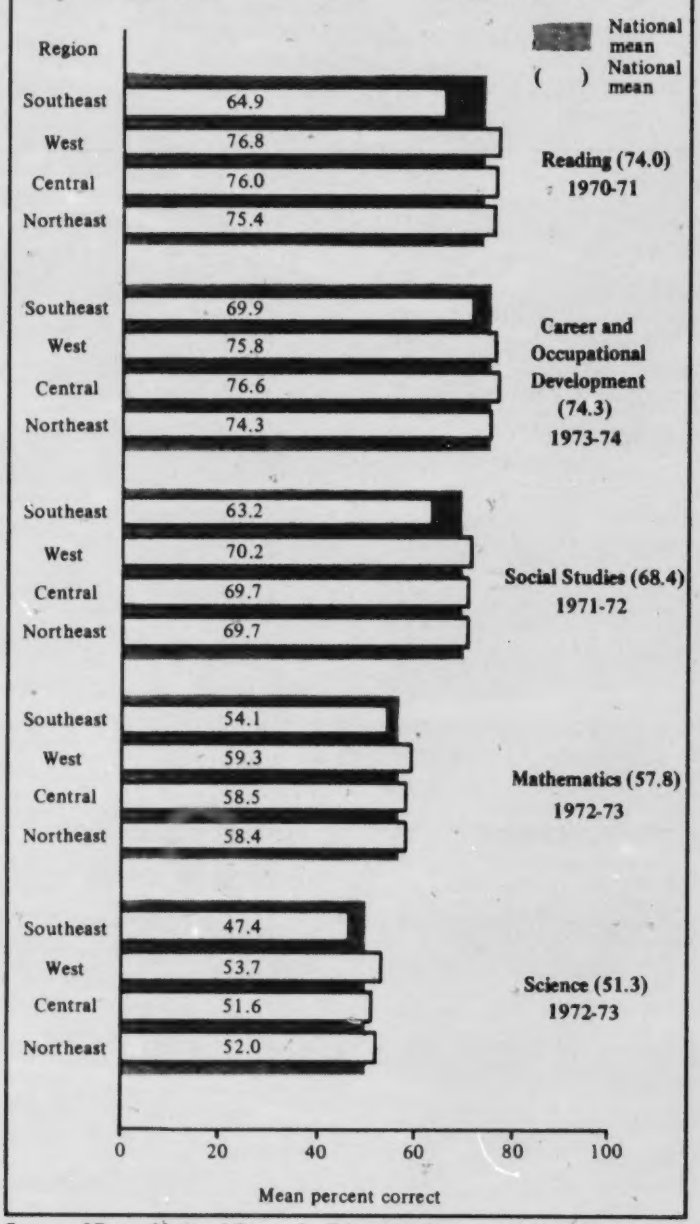
Source of Data: National Center for Education Statistics, National Assessment of Educational Progress

Although the differences are not statistically significant, the performance of young adults in the West is highest in all subject areas except career and occupational development.

See Table 5.11

Chart 5.12

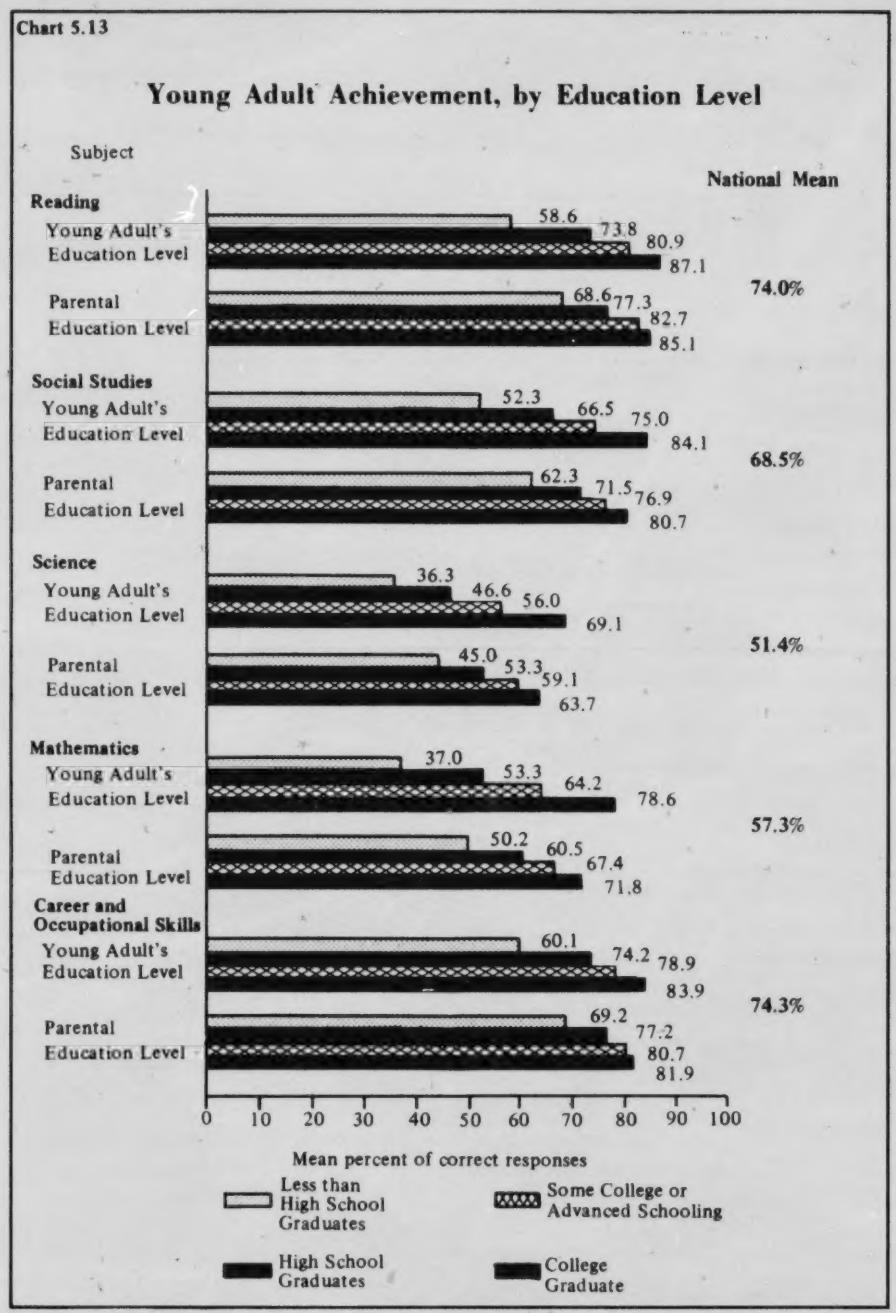
Young Adult Achievement, by Region



Source of Data: National Center for Education Statistics, National Assessment of Educational Progress

The performance of young adults is higher for those with greater educational attainments for all subject areas. The education level of parents is also related to performance levels, although the range of performance is less for subgroups defined by parental education. See Table 5.13

Chart 5.13



Source of Data: National Center for Education Statistics, National Assessment of Education Progress

Occupational and Social Outcomes

Statistics reporting occupations and incomes for adults have been used for many years as the basis for exhorting the young to maximize their educational participation because of its apparent contribution to their later economic success. To the extent that there is causality in the observed relationships, the arguments are indeed strong. However, statistics describing job experiences and incomes report on persons who, in many cases, ended their participation in formal education several years earlier. Furthermore, they reflect also the influence of immediate economic conditions and a variety of experiential factors other than formal education. Job experiences of younger persons or more recent graduates minimize the impact of other factors in examining education and occupational outcomes. It is also true, however, that less experienced cohorts are more likely to be affected by economic fluctuations because they lack seniority.

Statistics describing the labor force portray the stock of human resources available to the economy. They are fundamentally different from statistics describing the flow of persons through the educational system. Thus they are of only limited use in describing change or in offering indicators of educational effects. More focused indicators are those highlighting changes in labor force patterns at the margin: the number and experiences of new entrants. Both kinds of information are given here. Salary offers to persons who are about to receive bachelor's degrees and enter the labor force provide an indicator of recent changes, while median annual incomes, expected lifetime incomes, and unemployment rates provide more general descriptions of the relationship of educational attainment to the labor force.

Changes in average monthly salary offers to males and females entering the labor force at the completion of bachelor's degrees indicate efforts to reduce some hiring disparities by sex. In 1975-76, average salary offers to females exceeded offers to males for some occupations that males have traditionally dominated. For example, in chemistry and computer sciences, females received higher offers, on average, than males (chart 5.14). However, the reverse was true in the areas of social science and health professions, where offers favored males and either accentuated or created disparities greater than those reported in 1973-74.

Median annual incomes of workers 25 years old and over have changed little since 1967 for cohorts defined on the basis of years of school completed (chart 5.15). When incomes are adjusted to constant 1975-76 dollars, yearly fluctuations are minor, although the differences between the incomes of males and females are substantial. For example, in 1974, the median annual salary of workers with 12 years of schooling was $13,540 for males and $7,658 for females. Similarly, for persons with 17 or more years of schooling, males averaged $19,507 annually and females $12,627. While some of this difference can be attributed to length of experience (which is usually less for females than for males), probably not all of these differences can be explained that way.

Expected lifetime earnings of males 25 years old, whose participation in the labor force is more likely to be uninterrupted, show considerable differences by education attainment levels. During the years 1970 and 1971, there was a decline in expected lifetime earnings, particularly for those who had completed 16 years of school (chart 5.16). But for 1972, calculations by the Bureau of Labor Statistics showed an increase at all education levels, with the largest increases occurring in groups with the most education. In 1972, the expected lifetime income of 25-year-old males with 17 or more years of schooling was $487,000; for those with only 8 years of schooling it was $221,000.

Unemployment rates are themselves used as indicators of economic conditions. An examination of unemployment rates reveals that the effects of economic downturns are felt most by those who are youngest and have the least education. For persons 18 to 24 years old with less than 4 years of high school, the unemployment rate in March 1976 was 24.4 percent, compared with 6.4 percent for those of the same age group with 4 or more years of college (chart 5.17). The rate is generally less severe for persons 25 to 34 years old; in March 1976 it was 13.1 percent for those with less than 4 years of high school and 3.1 percent for those with 4 or more years of college.

The interest in the economic returns to schooling and the occupational outcomes attributable to education have generated research and speculation, but not definitive cause-effect models linking education and work. The evidence presented here suggests only that a number of factors, including the general health of the economy, cultural patterns, and political events, all play a part in the relationships described. Whether the converse holds, and education is instrumental in *affecting* these variables, is less certain.

While considerable attention has been devoted to the identification and study of educational attainment and economic outcomes, it should be reemphasized that one of the fundamental purposes of education as it was seen by early political leaders was its importance in providing a citizenry capable of maintaining a democratic society. Data on aspects of citizen participation show definite relationships to educational attainment.

Voter participation provides an indicator of direct participation in the political process. Reported voter participation is higher for persons with greater educational attainment (chart 5.18). For all educational attainment levels, general elections draw voters at higher rates than off-year elections, although the years 1964, 1968, and 1972 displayed a trend toward lower voter participation.

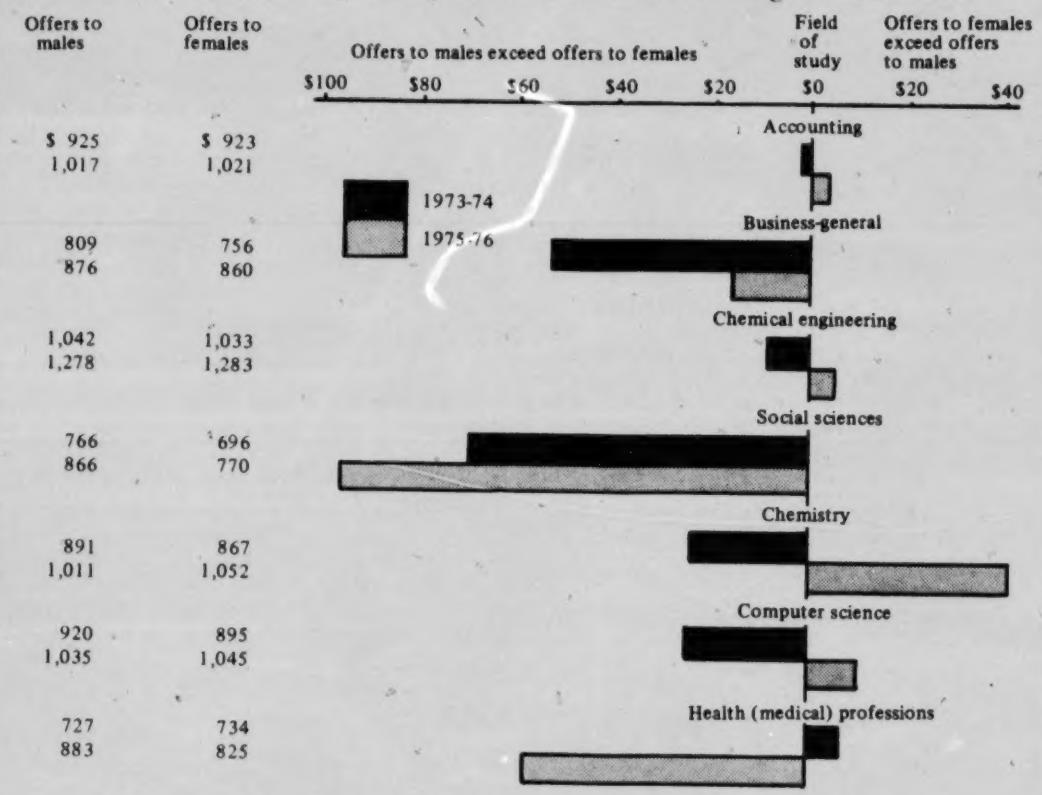
Volunteer activity is another indicator of citizen participation. Profiles of volunteers show that half are involved in religious activities, while about 15 percent, more than 5 million persons, contribute to educational activities (chart 5.19). The educational attainment of education volunteers reveals that they have higher levels of attainment than the population generally; 28 percent of the volunteers have completed 4 or more years of college, compared with 14 percent of the total adult population (chart 5.20).

For some types of jobs, such as accounting, chemical engineering, chemistry, and computer sciences, salary offers to persons entering the job market show the effects of competition for a relatively small percent of females. In other areas, such as the social sciences and health professions, males have increased or gained a lead over females.

See Table 5.14

Chart 5.14

Average Monthly Salary Offers to Bachelor's Degree Candidates



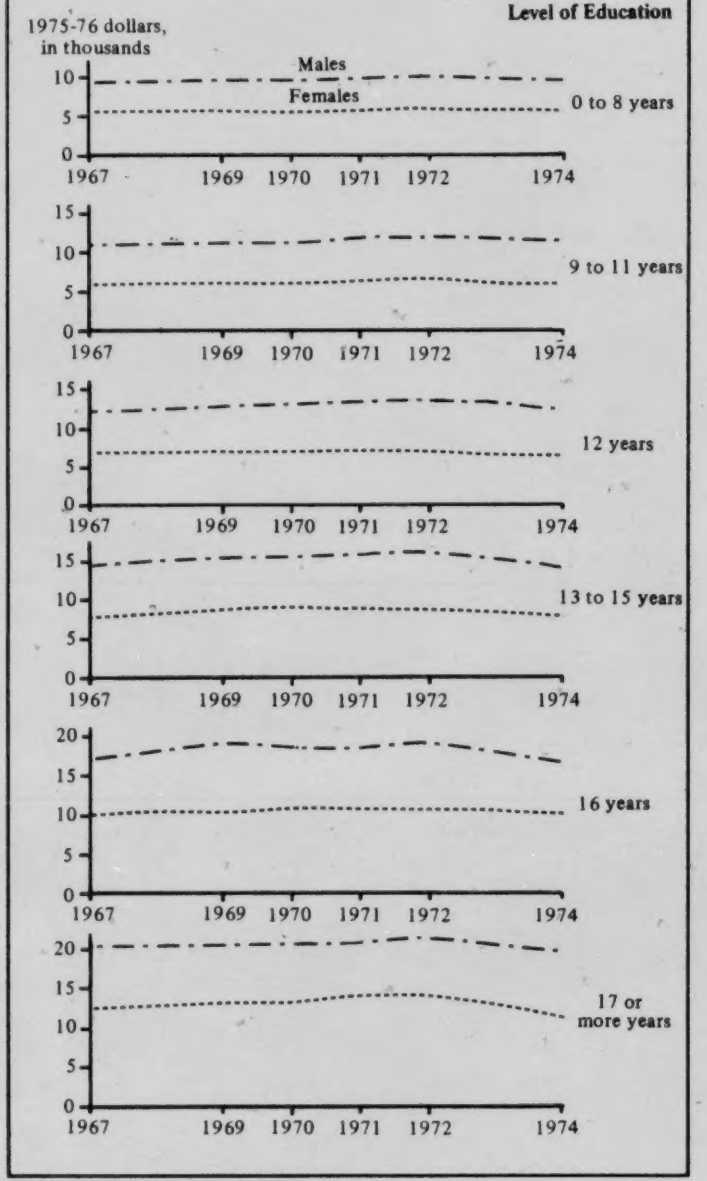
Source of Data: College Placement Council, Inc.

For both males and females, the median income of workers increases as the years of schooling completed increases, but the male median income is consistently higher for workers at comparable education levels.

See Table 5.15

Chart 5.15

Median Income for Full–time Workers



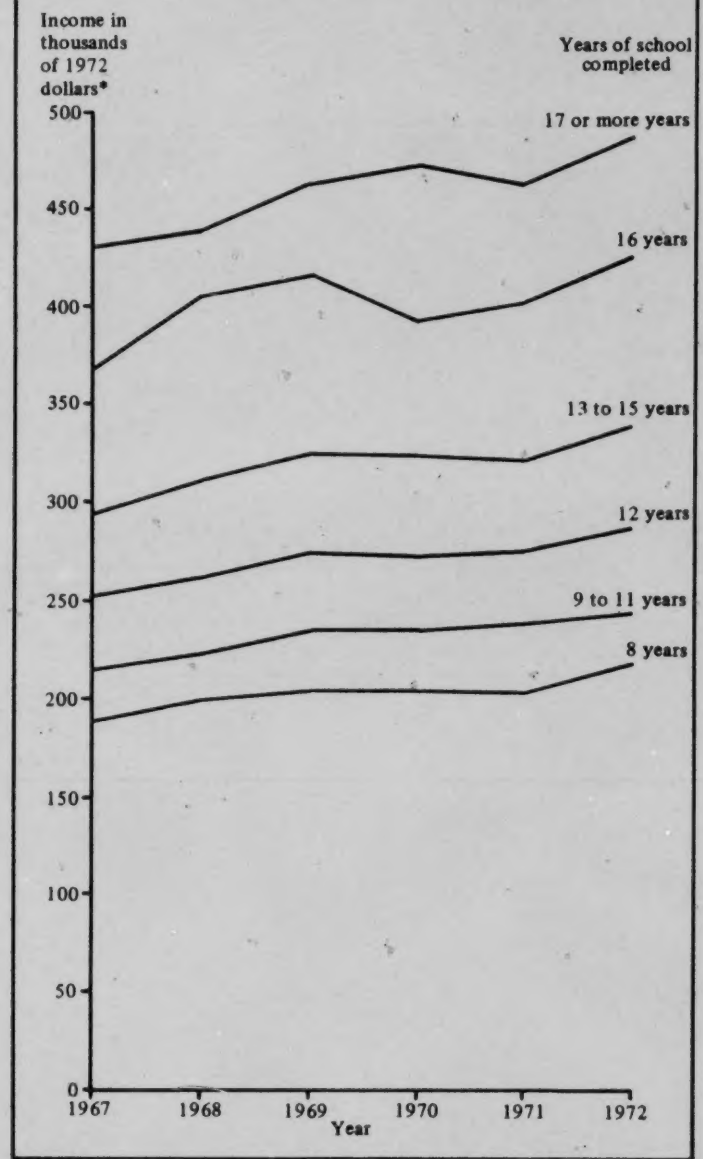
Source of Data: Bureau of the Census

Expected lifetime income for males has consistently shown higher incomes for those who have had additional schooling.

See Table 5.16

Chart 5.16

Expected Lifetime Income for Males



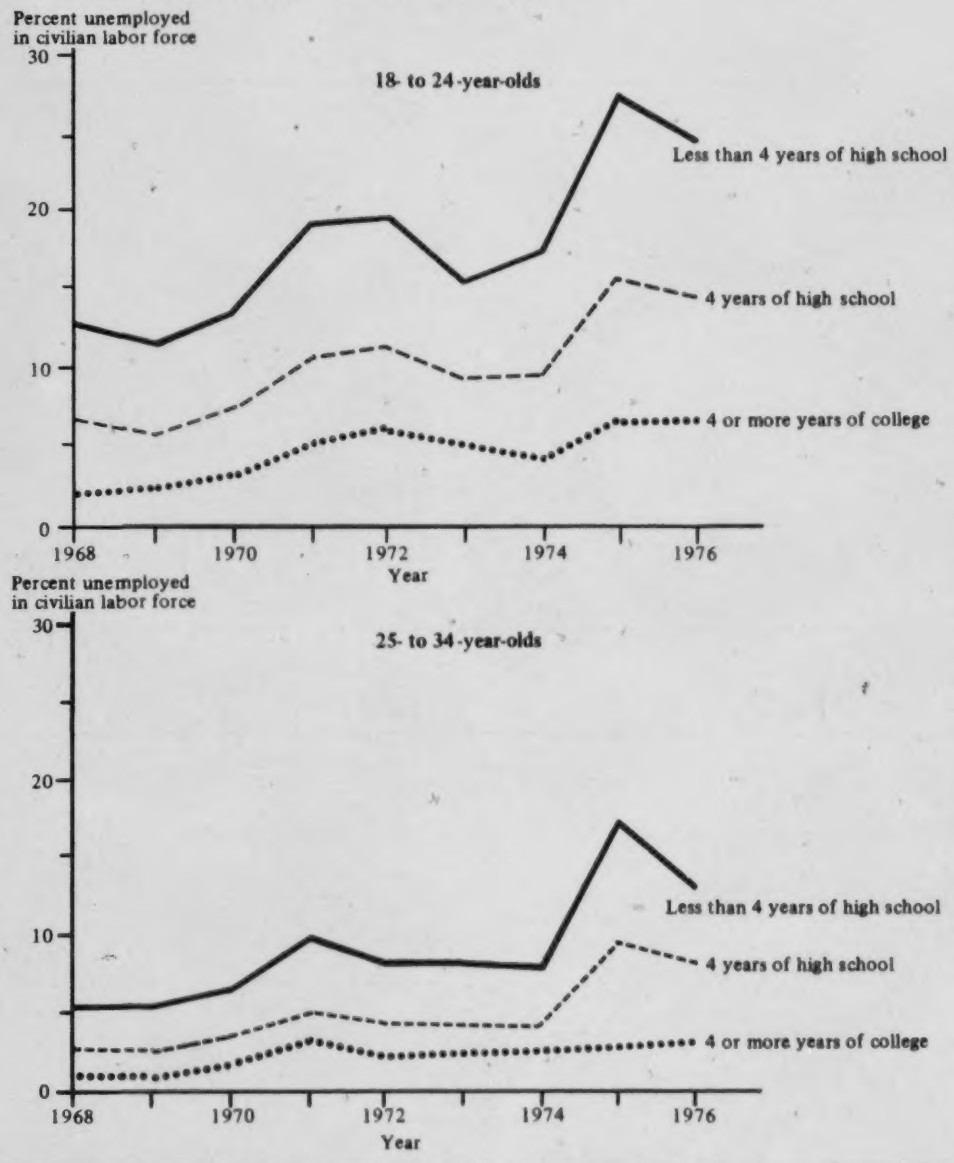
*Assumes 5% discount rate, 3% productivity increase
Source of Data: Bureau of the Census

Unemployment rates are consistently higher for 18-to 24-year-olds than for 25-to 34-year-olds at comparable education levels.

See Table 5.17

Chart 5.17

Unemployment Rate, by Education Attainment and Age

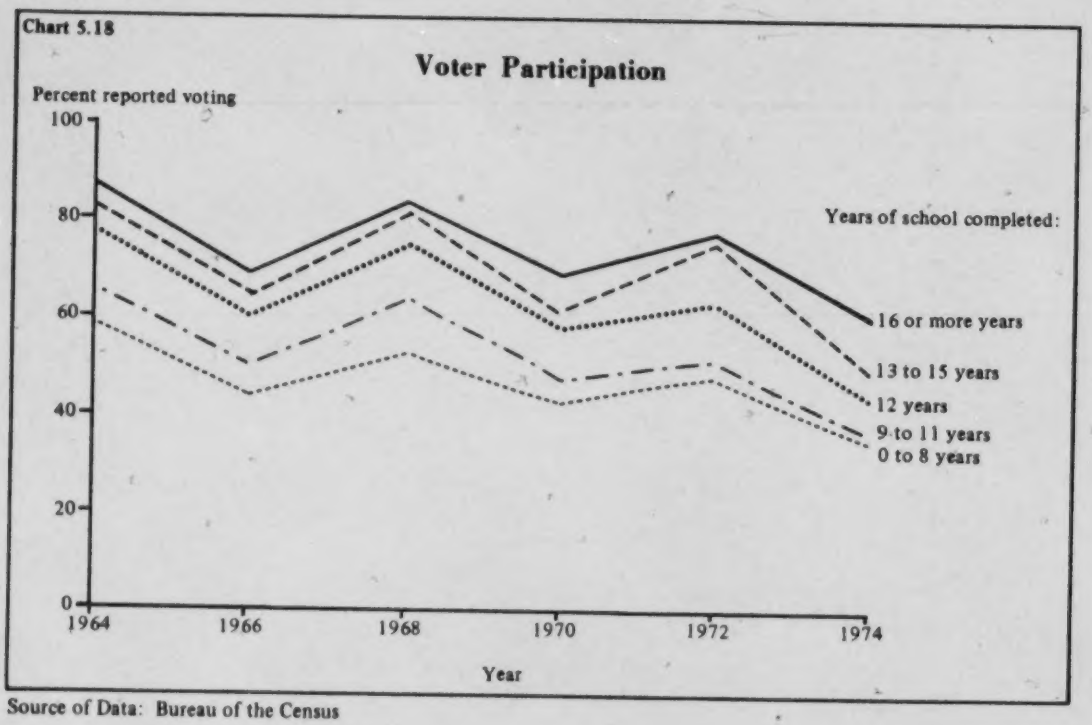


Source of Data: Bureau of Labor Statistics

Despite general declines in voter participation, the effect of education remains constant from election to election; persons with higher educational attainment are consistently more likely to vote.

See Table 5.18

Chart 5.18

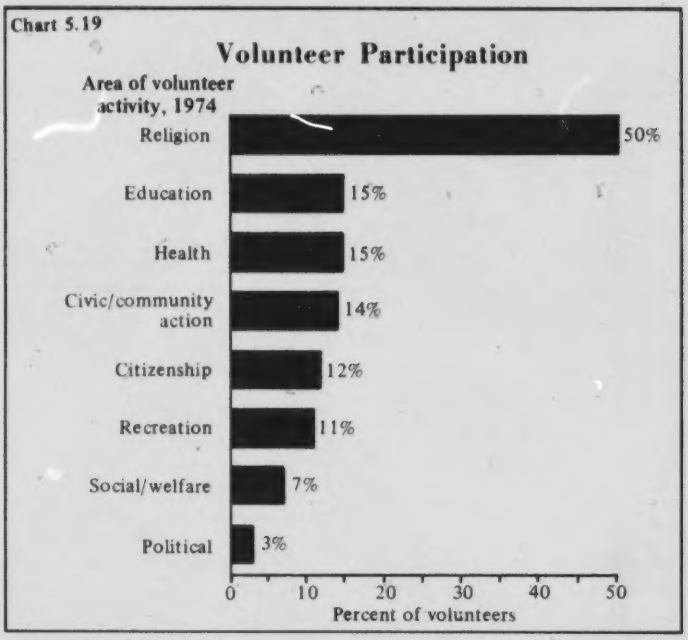


Source of Data: Bureau of the Census

An estimated 37 million Americans participate in some form of volunteer service. Half of these volunteers spend their time in religious activities, while participation in education and health areas is equal at about 15 percent in each.

See Table 5.19

Chart 5.19

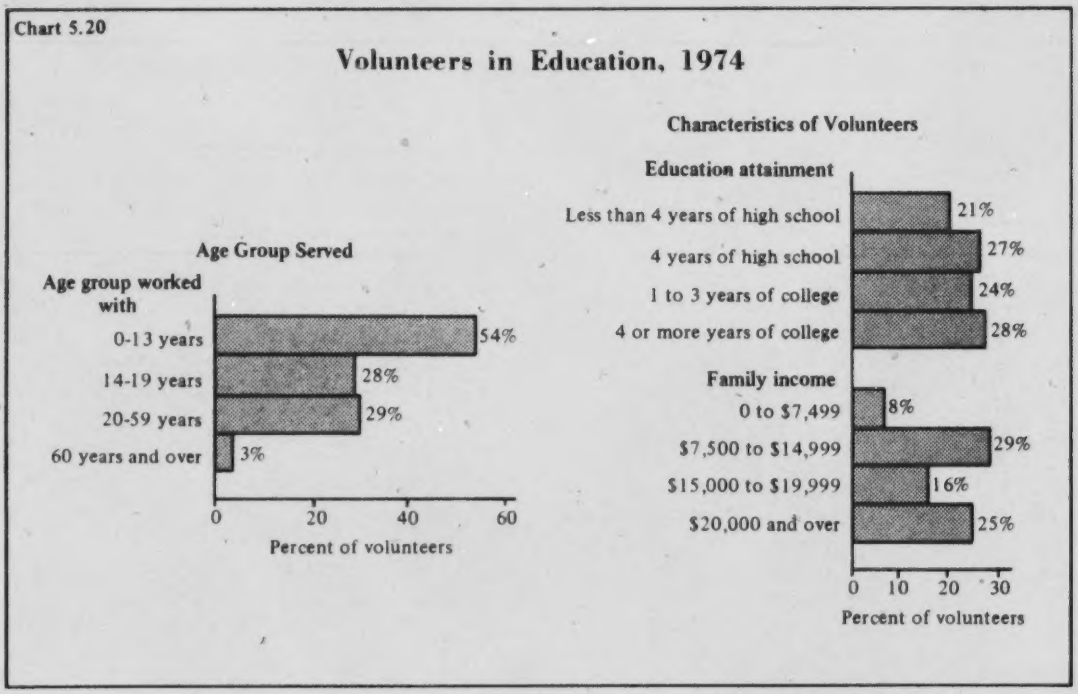


Source of Data: ACTION

Most education volunteers work with younger age groups. More than half of the volunteers have had some college training.

See Table 5.19

Chart 5.20



Source of Data: ACTION

Chapter 6

Financing of Public Elementary and Secondary Schools

The system of financing public elementary and secondary education in the United States has come under increasing strain in recent years. In the 1960's, expenditures on public education grew at the rate of 10 percent per year, while enrollment grew by 30 percent. By 1970, the increases in aggregate expenditures had slackened somewhat, but major questions were being raised about both the equity and adequacy of the American system of educational finance.

Unlike most advanced nations, the United States does not finance or control education centrally. Each State has authority to establish its own schools and, with the exception of Hawaii, each has delegated the operation of the schools to local school districts. Financing of this system is shared among local, State, and Federal governments.

Public education at all levels is by far the largest activity of State and local governments, accounting for more than one-third of total direct expenditures of both State and local governments (chart 6.01). Most of the State and local support for education goes into the elementary and secondary sector. In 1976-77, State and local governments will contribute more than $66 billion to support public elementary and secondary schooling. This amount represents the major share of total public expenditures in this area. About half of all funds for the support of public elementary and secondary education are obtained from local sources. State governments contribute an average of about 42 percent and the balance comes from the Federal Government.

Besides the cost, the scope of this public education system is impressive. Approximately 13,000 local school districts operate 87,000 schools, employ close to 2½ million teachers and other staff, and enroll some 45 million pupils. Nearly one-fourth of all Americans are either full-time students or employees of public schools.

Whether the U.S. system of public education is adequately financed has long been a subject of concern to educators and many citizens, but it became an issue of intense public debate during the first half of the 1970's. Simultaneous pressures from inflation and recession strained the political and economic process of allocating society's scarce resources among competing demands for public services at all levels of government.

Because of its vast size and importance, the condition of public elementary and secondary financing in 1977 is integrally related to the financing of all social services and to the entire public finance systems of State and local governments. This chapter reflects that integral connection between education finance and public finance. An examination of the financing of State and local governments provides the context for considering public education finance. Next, a study of the important demographic and economic shifts between cities and suburbs serves to identify special problems in educational finance. Finally, the impacts of recent court decisions affecting education finance both now and in the future are discussed.

Governmental Context

Governments extract revenues from the economy through taxes and then allocate the revenues among

the many functions and agencies of government. At each level of government, education is only one of several functions competing for dollars (chart 6.01). Total public education expenditures are about the same proportion of all social service spending now as 25 years ago: 28 percent in 1950 and 27 percent in 1975 (chart 6.02). Within that period, however, the proportion expanded dramatically between 1950 and 1955, fluctuated narrowly for the next 15 years, and contracted sharply between 1970 and 1975. The *elementary and secondary education* portion of total social service expenditures declined from 28 to 21 percent in this period. These declines resulted in part from large increases in government spending on health, welfare and unemployment insurance. The proportion of all social service spending going to social insurance more than doubled during this period, going from 21 to 43 percent.

Public education at all levels accounted for the largest fraction of State and local government spending—about 38 percent in fiscal year 1975, up from 31 percent in fiscal year 1952 (chart 6.03). Spending on welfare, health, and hospitals also increased as a proportion of total spending by State and local governments, from 18.8 percent to 20.4 percent. During this period, the total amount spent for all services by State and local governments (including funds from intergovernmental transfers) increased phenomenally, from $17.7 billion to $230.4 billion.

Most State revenues are obtained from taxes on income, sales, and special items (e.g., gas, tobacco) and intergovernmental aid. Only 1 percent of State revenues are obtained from property taxes. Although the State share of State-local revenues for public education varies widely from State to State, the average State share for 1975-76 was about 48 percent (chart 6.04). New Hampshire provided the smallest State share of State-local school funding, 10 percent, while Hawaii provided the largest, virtually 100 percent. Hawaii is the only State with full State funding of public education.

About 8 percent of school revenues are from Federal sources (chart 6.05). Most Federal aid for public education is channeled through State governments. This aid is targeted into categorical aid programs in areas of recognized national concern such as vocational education, education of the handicapped, compensatory education, and school assistance to federally affected areas (chart 6.06). Though only a small fraction of total revenue for public education, Federal aid influences State-local spending for education through matching requirements and other regulations containing incentives and penalties. In addition, actions of Federal courts frequently have strategic effects upon education finance through decisions in areas such as racial desegregation, sex discrimination, funding of nonpublic schools, rights of handicapped children to special services, and rights to bilingual instruction.

Local school districts receive about 50 percent of their total revenues from local taxes. Although the property tax continues to be a major income source for local governments, and despite a steady increase in the absolute amounts of revenue raised from that source, the proportion of all local governmental revenue derived from the property tax has declined in the last decade, from 42 percent in fiscal year

1967 to an estimated 33 percent in fiscal year 1975. Education continues to absorb more local revenues than any other locally supported public service. In 1976-77, 45 percent of local public expenditures will be devoted to education. This is more than six times the amount of local funds spent on welfare, health and hospitals, or police and fire protection.

Inevitably accompanying increased spending is a rise in taxes to pay for the increased spending. Increasing per-capita revenues from various tax sources has resulted at all levels of government. Federal per-capita tax revenues have increased least: revenue from the personal income tax has risen 100 percent since 1960; from the corporate income tax, 29 percent. Local government property tax revenue increased over 100 percent in the period from 1962 to 1973.

It is on the State level, however, that the most dramatic per-capita revenue increases are found, mainly due to increased tax rates on sales and income. State sales tax receipts from 1965 to 1975 increased more than 160 percent, corporate income tax receipts more than 200 percent, and personal income receipts by nearly 400 percent.

In the 22-year period from 1953 to 1975, State and local tax revenue as a percent of personal income increased 171 percent in Delaware; 88 percent in Maryland; and 86 percent in Illinois (table 6.11).

Most strikingly illustrating the impact of increased taxing for schools is the rising tax bill for single family urban homeowners. For example, the tax bill for a typical homeowner in Hartford, Conn., increased 116 percent between 1966 and 1972, from $548 to $1,182. The tax bill for a typical homeowner in Boston, Mass., during that period rose 113 percent, from $547 to $1,164; in Des Moines, Iowa, there was a 45 percent increase, from $649 to $944.

An additional measure of the effect of the rising tax burden is provided by the results of school bond elections. Both the number of elections and the percent of elections where bond sales were approved have dropped considerably. In 1964-65, the approval rate was 74.4 percent; in 1974-75, it was 46.3 percent (chart 6.07).

Although taxes and expenditures for education have risen steadily, they have not risen uniformly among States or even among school districts within a State. And the gap is widening between rich and poor States with respect to their educational expenditures. For example, Mississippi and New York were, respectively, the low spending and high spending States in the continental United States in 1959-60 and again in 1975-76. In 1959-60, the difference between the two States in per pupil expenditures was $400, but by 1975-76 the difference had risen to $1,298.

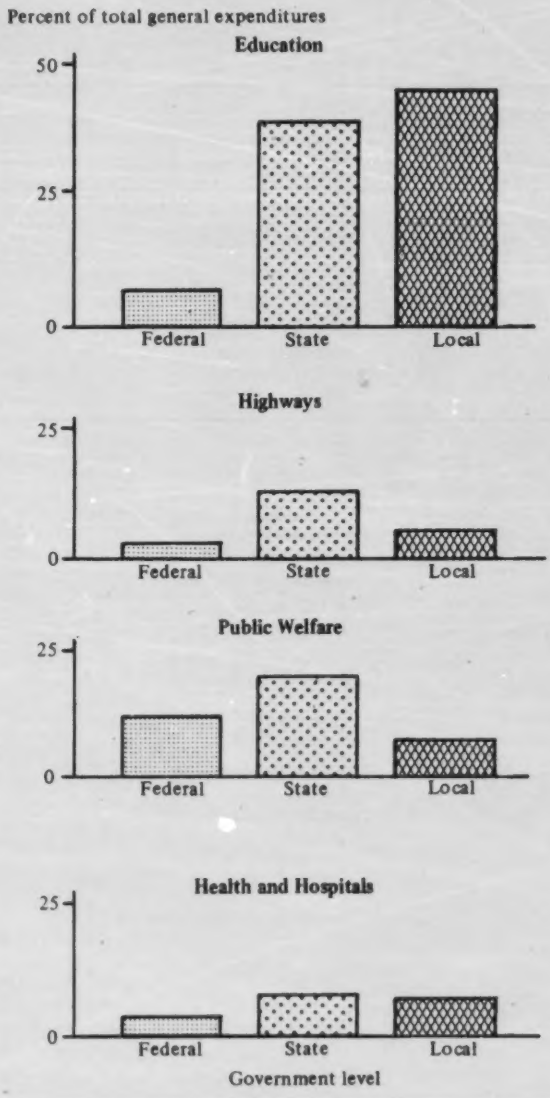
The differences in per-pupil expenditures are not restricted to States. Differences within a single county may be substantial. For example, the difference between the low spending and high spending districts in a selected Texas county in 1962 was $395; by 1972, the difference for that same county had increased to $895. It is not uncommon for the highest spending district in a State to spend as much as 10 times more than the lowest spending district in the same State. Profiles of spending by districts show substantial differences both within and across States (charts 6.08 and 6.09).

Public education constitutes the largest single item of expenditures for either State or local governments. Education accounted for 39 percent of all State government and 45 percent of all local government expenditures in 1974-75.

See Table 6.01

Chart 6.01

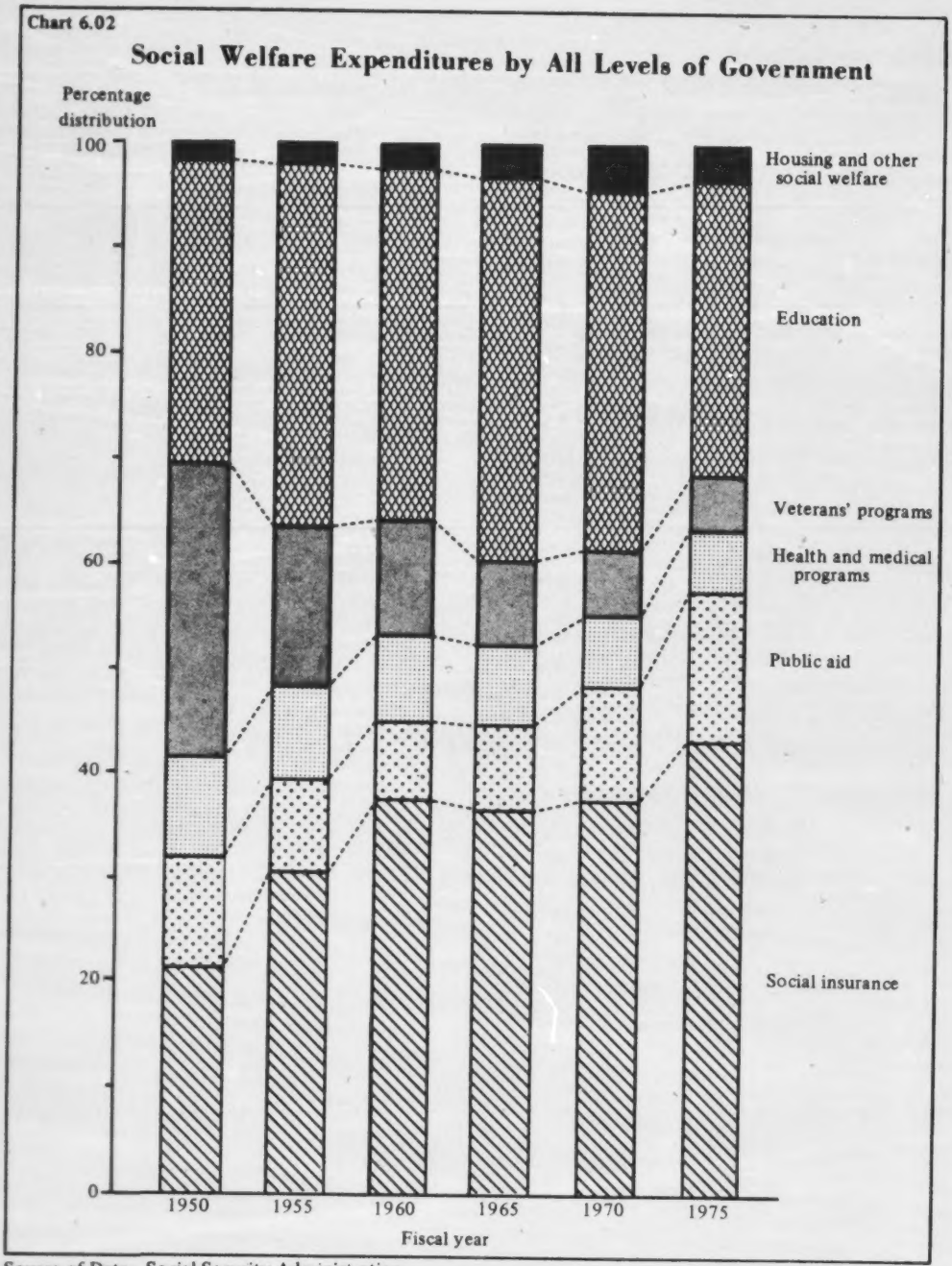
Federal, State, and Local General Expenditures, by Function



Source of Data: Bureau of the Census

The proportion of social services spending devoted to education increased during the 1950's but contracted in recent years in response to greatly increased spending for social insurance. See Table 6.02

Chart 6.02

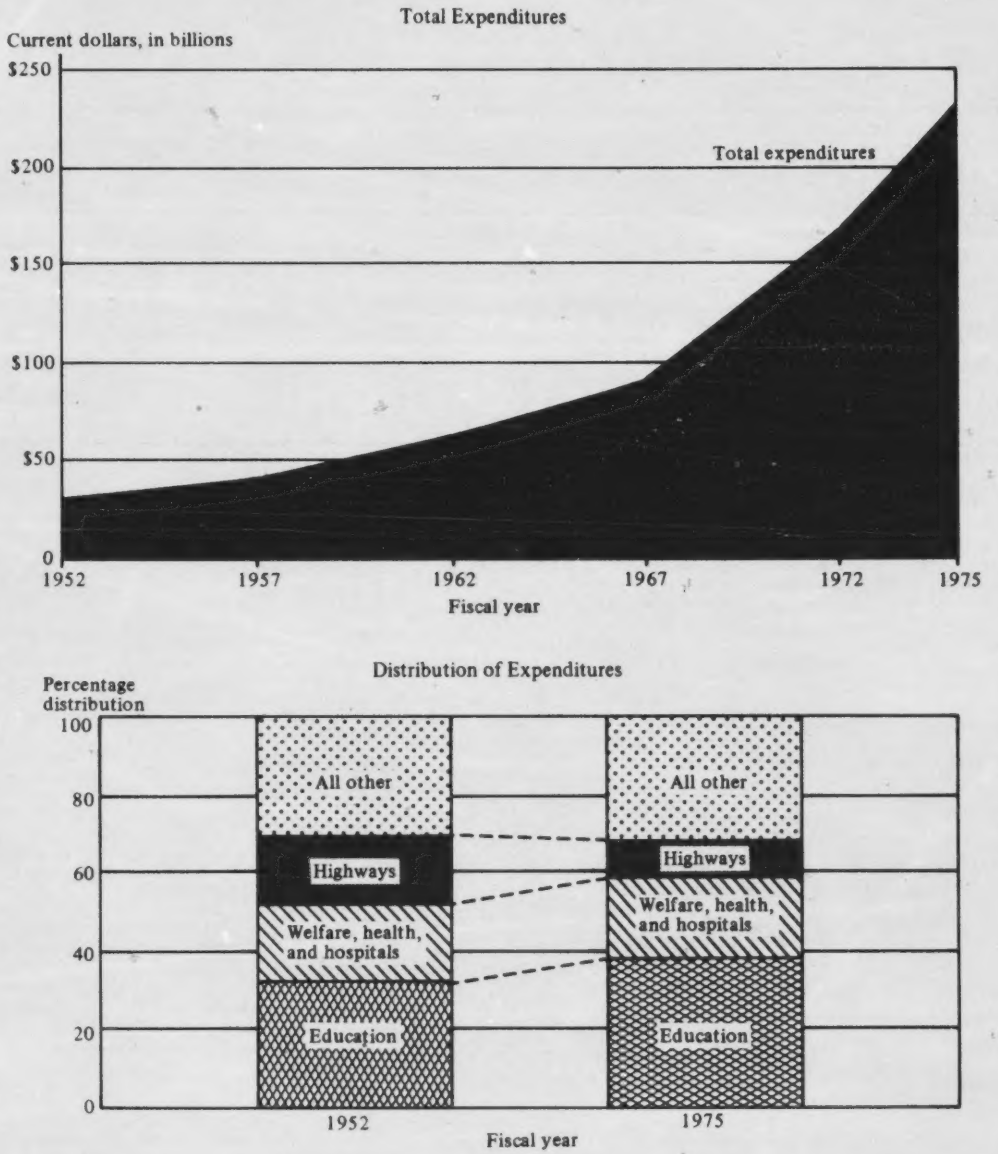


Source of Data: Social Security Administration

Since 1952, total spending by State and local governments multiplied thirteenfold. Education accounted for 38 percent of all general expenditures in 1975 at the State and local levels combined, up from 31 percent in 1952. See Table 6.03

Chart 6.03

State and Local General Expenditures



Source of Data: Bureau of the Census

The share of public elementary and secondary school revenues provided by the States has increased in recent years, notably in many of the Plains and Mountain States.

Chart 6.04

State Share of State-Local-Other Revenues for Public Elementary and Secondary Schools

State	Percent of State-Local-Other revenues contributed by State, school year---							
	1961-62	1963-64	1965-66	1967-68	1969-70	1971-72	1973-74	1975-76
UNITED STATES	**40.5**	**41.5**	**42.5**	**42.2**	**43.4**	**42.0**	**45.2**	**47.5**
Alabama	66.6	69.4	76.8	70.3	73.8	71.5	73.8	75.6
Alaska	64.3	65.1	69.5	55.3	74.7	86.4	73.6	76.5
Arizona	37.8	40.4	37.4	35.0	55.1	45.7	32.3	53.5
Arkansas	49.6	50.6	54.6	54.0	54.0	54.6	57.4	61.8
California	38.4	38.6	38.6	38.7	33.9	36.3	45.9	44.5
Colorado	23.7	25.0	26.7	26.1	29.2	30.1	37.9	42.7
Connecticut	36.2	33.8	37.6	35.7	50.0	39.5	36.0	28.9
Delaware	83.1	84.0	84.3	78.2	79.5	75.9	77.8	73.6
District of Col.	-	-	-	-	-	-	-	-
Florida	55.4	57.5	52.8	50.1	61.6	60.0	62.5	58.2
Georgia	71.3	69.1	67.3	67.0	61.8	58.5	53.4	59.0
Hawaii	78.5	76.8	93.5	94.3	96.4	98.3	98.7	100.0
Idaho	32.0	33.4	42.0	38.4	44.3	45.7	49.4	55.6
Illinois	20.4	26.2	25.2	27.5	32.7	35.2	35.6	49.2
Indiana	31.6	33.7	38.6	38.4	42.0	33.9	41.2	43.1
Iowa	11.7	10.4	13.5	27.0	26.2	30.3	39.8	39.8
Kansas	23.2	21.8	34.4	31.1	33.8	31.1	43.8	49.6
Kentucky	60.1	59.5	62.2	57.7	63.3	64.9	64.0	63.6
Louisiana	70.2	69.3	71.2	66.7	63.9	64.6	66.8	67.6
Maine	28.4	30.0	28.5	32.9	40.5	39.2	42.5	48.5
Maryland	38.2	35.9	38.2	40.1	37.3	42.6	47.6	41.9
Massachusetts	24.0	22.6	27.3	24.9	24.1	27.8	33.4	24.5
Michigan	42.1	43.9	52.6	44.4	47.3	46.8	46.9	53.8
Minnesota	39.6	41.6	41.8	46.7	50.4	51.1	60.2	57.9
Mississippi	62.1	62.1	60.6	62.6	66.6	67.3	69.4	69.8
Missouri	35.2	33.9	31.1	33.9	33.8	36.9	38.2	38.1
Montana	29.0	27.4	30.3	29.6	25.6	24.9	28.9	61.2
Nebraska	6.3	6.8	5.6	5.2	20.9	19.8	23.7	19.0
Nevada	55.7	53.8	50.8	41.0	39.7	42.8	39.8	42.7
New Hampshire	7.4	8.8	14.7	11.7	12.8	6.7	8.2	10.0
New Jersey	23.5	22.4	21.8	28.8	28.4	24.8	25.7	30.7
New Mexico	87.3	76.5	76.5	77.2	75.4	75.0	75.2	79.8
New York	42.4	43.9	46.6	47.4	48.5	45.7	41.5	41.8
North Carolina	74.7	72.0	74.0	74.0	71.0	69.2	70.4	76.3
North Dakota	30.0	25.8	28.3	28.3	29.7	33.4	44.5	52.6
Ohio	27.6	27.6	27.4	29.0	28.7	19.5	33.6	38.9
Oklahoma	30.2	44.3	32.5	40.4	44.3	52.2	55.0	56.3
Oregon	29.6	31.2	27.8	25.9	23.2	22.1	27.0	30.8
Pennsylvania	44.6	44.0	45.6	45.5	49.3	50.4	50.6	52.7
Rhode Island	32.9	32.3	32.7	33.5	41.7	44.9	39.8	39.0
South Carolina	72.4	71.7	73.4	68.7	70.4	66.2	67.7	68.9
South Dakota	9.7	10.2	13.0	14.0	15.8	16.6	19.6	16.6
Tennessee	61.2	62.2	60.6	60.5	54.0	55.3	50.4	59.6
Texas	52.2	57.8	55.1	50.8	52.2	53.8	51.4	55.9
Utah	51.2	53.0	52.0	54.4	57.2	57.8	59.4	62.5
Vermont	27.2	24.5	28.8	36.3	42.8	38.3	35.5	31.4
Virginia	44.2	44.9	42.0	41.1	41.0	37.9	39.2	34.4
Washington	65.9	64.4	63.5	61.1	60.2	55.9	52.5	56.1
West Virginia	55.9	55.4	56.6	58.9	61.2	65.4	65.4	64.1
Wisconsin	25.9	26.7	28.0	29.9	31.6	32.2	39.0	34.7
Wyoming	49.5	43.6	42.2	40.3	40.3	38.4	36.9	35.3

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of State School Systems.*

Federal contributions to public elementary and secondary schooling comprise as much as 20 percent of total revenues in some States or as little as 4 percent in others.

Chart 6.05

Revenues of Public Elementary and Secondary Schools From Federal Sources

	Percent of revenues from federal sources, school year		
	1961-62	1969-70	1975-76
UNITED STATES	**4.3%**	**8.0%**	**8.0%**
Alabama	9.1	18.4	16.1
Alaska	27.2	22.3	15.1
Arizona	7.7	12.0	10.5
Arkansas	8.2	18.9	15.5
California	3.6	5.9	9.2
Colorado	7.5	10.2	6.8
Connecticut	2.9	4.5	4.1
Delaware	3.7	6.9	8.0
District of Columbia	14.6	25.8	17.8
Florida	5.7	10.7	6.2
Georgia	7.1	14.3	12.1
Hawaii	14.0	11.0	7.3
Idaho	7.6	11.6	10.9
Illinois	2.6	5.0	6.2
Indiana	2.9	6.0	5.7
Iowa	3.5	5.4	4.6
Kansas	5.6	7.8	11.6
Kentucky	6.7	17.6	14.6
Louisiana	4.7	12.0	17.5
Maine	6.7	7.5	8.1
Maryland	5.1	8.2	5.7
Massachusetts	4.8	5.1	4.1
Michigan	2.6	4.8	3.8
Minnesota	3.0	6.0	5.5
Mississippi	7.3	20.9	21.2
Missouri	4.4	7.4	8.2
Montana	6.3	5.7	6.1
Nebraska	5.9	7.6	7.4
Nevada	7.9	10.1	5.5
New Hampshire	6.3	7.0	6.0
New Jersey	2.4	5.4	4.1
New Mexico	12.4	18.7	20.6
New York	2.4	5.1	4.6
North Carolina	5.8	16.2	13.1
North Dakota	6.9	13.9	7.2
Ohio	3.1	5.7	5.9
Oklahoma	8.3	12.7	11.1
Oregon	4.0	5.5	5.9
Pennsylvania	2.8	6.1	5.7
Rhode Island	5.9	6.7	7.9
South Carolina	8.2	15.2	14.7
South Dakota	8.3	13.9	14.5
Tennessee	7.9	14.6	11.1
Texas	4.5	11.5	10.4
Utah	5.5	9.7	7.4
Vermont	3.8	5.9	6.0
Virginia	9.1	14.1	11.0
Washington	5.3	7.3	8.3
West Virginia	4.3	13.6	12.3
Wisconsin	3.6	4.6	7.5
Wyoming	5.3	8.5	6.9

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of State School Systems.*

Several types of educational programs have been selected by Congress for national attention.

Chart 6.06 **Federal Funds Made Available for State Administered Programs**

Act	Title	Program	Fiscal Year 1974	Fiscal Year 1975	Percent change
			Dollars, in thousands		
Adult Education (AEA)	III	Adult Education	$ 54,290	$ 67,500	24.3
	I	Handicapped	85,752	87,864	2.5
	I	Migrants	76,431	90,052	17.8
	I	State Administration	18,496	19,825	7.2
	I	N&D	25,498	26,821	4.8
Elementary and Secondary Education (ESEA)	I-A	LEA	1,426,200	1,569,435	10.0
	I-B	Special Incentive	17,855	13,861	-22.4
	I-C	Urban & Rural	47,206	37,615	-20.3
	II	Libraries	90,104	94,929	5.4
	III	Educational Centers	145,854	119,438	18.1
	V-A	Grants to States	32,930	32,937	.0
Education for the Handicapped (EHA)	VI-B	Handicapped	47,203	99,011	109.8
National Defense Education (NDEA)	III	Strengthening Inst.	28,217	19,475	-31.0
	I-B	Basic Grants	412,508	428,139	3.8
	I-B	Special Needs	20,003	20,002	.0
Vocational Education (VEA)	I-C	Research	17,870	17,907	.2
	I-D	Innovation	16,463	16,043	-2.6
	I-F	Homemaking	30,996	35,994	16.1
	I-G	Cooperative Education	19,498	19,590	.5
	I-H	Work Study	7,757	9,849	27.0
Library Services and Construction (LSCA)	I	Grants	44,157	49,145	11.3
	III	Interlibrary	2,533	2,594	2.4
Higher Education (HEA)	I	Community Services	14,148	12,825	-9.4
	IV-A	Student Incentives	17,829	20,000	12.2
Morrill (MA)		Land Grants	12,199	12,200	.0

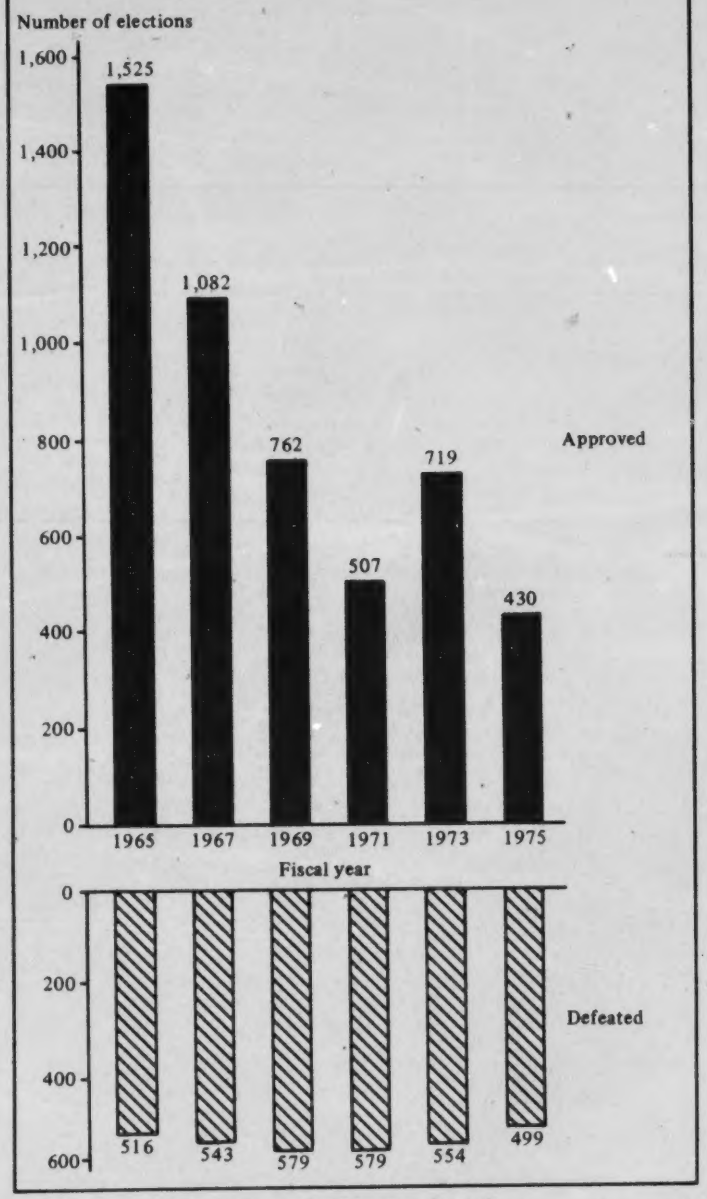
SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, *State Administered Federal Education Funds: Fiscal Years 1974 and 1975.*

Both the proportion of school bonds approved by the public and the absolute number of referendums introduced have declined.

See Table 6.07

Chart 6.07

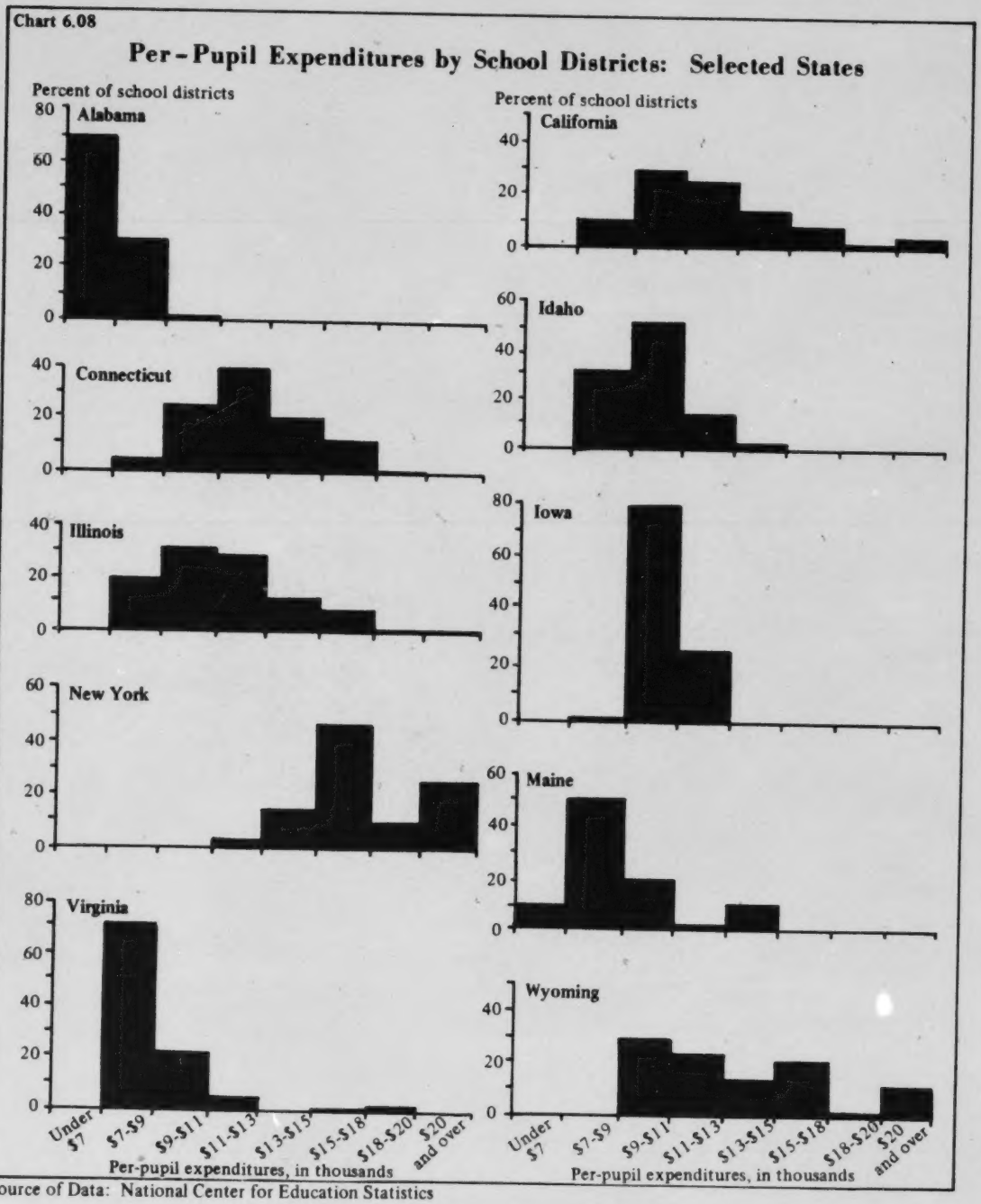
School Bond Elections



Source of Data: National Center for Education Statistics

Substantial disparities now exist in per-pupil expenditures within States, as expenditure profiles for this random sample of States illustrate. See Table 6.08

Chart 6.08



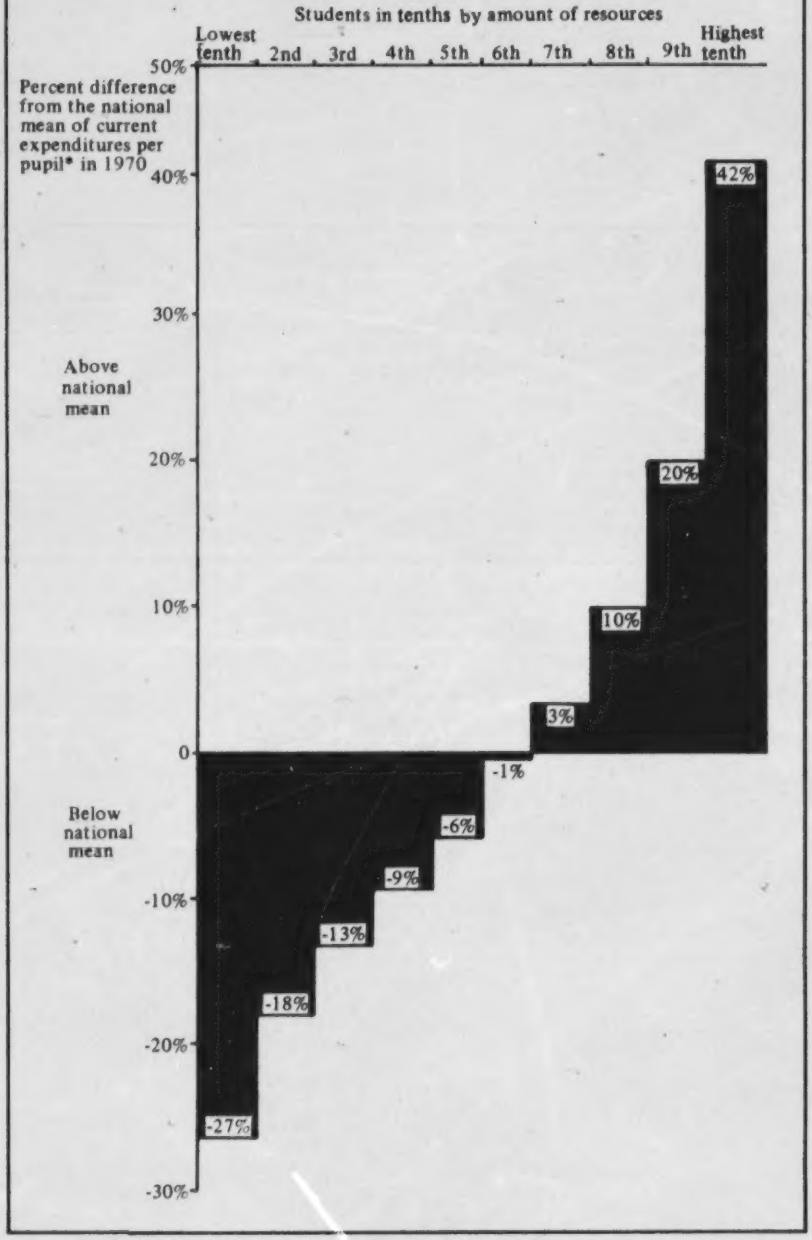
Source of Data: National Center for Education Statistics

School expenditures per pupil for students in the lowest tenth by expenditures received were 27 percent below the national mean in 1970, while per-pupil expenditures for students in the highest tenth were 42 percent above the national mean.

See Table 6.09

Chart 6.09

Variation in Per-Pupil Expenditures



*Current expenditures with salaries controlled by degree level.
Source of Data: National Center for Education Statistics

Demographic Changes

Observed disparities in spending on education are in part derived from several forces which have exacerbated the differential between the ability of rich and poor districts to provide educational services. Changing demographic trends and economic conditions have impacted unevenly on urban, suburban, and rural districts, causing the spending gap to widen.

Foremost among demographic trends has been the continuing exodus of population from cities to the suburbs. During the period of 1960 to 1970, in virtually every part of the country the population of most central cities remained static or declined, while the population of surrounding suburban areas increased substantially. For example, the population of St. Louis declined 17 percent, but its suburbs grew 29 percent. Atlanta's population increased only 2 percent; its suburban population, 69 percent. Minneapolis lost 7 percent of its population although its suburbs grew by 56 percent. Seattle lost 5 percent; its suburbs gained 62 percent (chart 6.10 and table 6.10).

As population left the cities, so also did industry, employment, and tax revenues. From 1960 to 1970, New York City registered a 2 percent decline in jobs; its suburbs, a 31 percent gain. Chicago lost 12 percent of its jobs, but suburban employment increased 62 percent. Detroit lost 19 percent; its suburbs gained 58 percent. Minneapolis gained 2 percent; its suburbs, 119 percent. Portland gained 12 percent; its suburbs, 60 percent.

This general exodus of persons and jobs from the cities to the suburbs was most notable for certain occupational groups. For example, in New York City, from 1960 to 1970, the number of persons employed in manufacturing declined 44 percent, while the number of professional, technical, and managerial workers increased 45 percent. The city lost 13 percent of its service employees and 16 percent of its craftsmen, but it gained 13 percent more sales workers and 11 percent more clericals. These shifts had major implications for the occupational mix of jobs remaining in the central city. Professional and technical workers increased their share of total employment from 17 percent to 25 percent and manufacturing operatives' share declined from 16 to 9 percent of total employment in the city. Furthermore, more efficient transportation and lower land costs in the suburb have encouraged these white-collar workers to work in the central city and reside and pay taxes in the suburbs.

A review of other demographic characteristics underscores the effects of these population and employment trends. In many cities during the period from 1960 to 1970, the percentage of elderly and low-income residents increased. These groups rely more heavily on public services in such areas as welfare, health, hospitals, and housing. For instance, the percent of population in Milwaukee over 65 years old increased from 9.6 to 11.0 percent; in Atlanta, from 7 to 9 percent (table 6.12).

The level of household income in cities declined in relation to that of the suburbs. Central city median income as a percent of the Census Standard Metropolitan Statistical Area (SMSA) median family income provides a measure of the distribution of wealth between urban and suburban areas. This ratio was calculated for a number of cities chosen by the Advisory Commission on Intergovernmental Relations as Urban Observatory cities. Changes in this ratio, calculated for 1960 and 1970, provide evidence of shifts in wealth. Between 1960 and 1970 the ratios declined in Atlanta from 80 to 71 percent; in Milwaukee, from 92 to 85 percent; and in Denver, from 106 to 82 percent. The percent of low-income families and families receiving assistance who reside in urban areas also increased from 1960 to 1970. For example, the percent of families with incomes below $3,000 in Atlanta in 1970 was 18 percent, compared with a 10-percent low-income population in its suburbs. The percent of central city population with low incomes became twice as large as that for the suburban population in many cities (table 6.12). By 1970, 10 percent of all families in New York were receiving public assistance, as were 6 percent in Milwaukee, 8 percent in Detroit, 14 percent in Boston, 10 percent in Baltimore, 9 in Atlanta, and 7 percent in Chicago. The percentage of households in Boston in 1970 with incomes over $10,000 was 28 percent as compared with 49 percent in its suburbs; in Cleveland, 30 percent inside the city and 56 percent outside; in Atlanta, 34 percent inside the city and 48 percent outside.

While cities' populations and employment have been shrinking, their expenditures have been increas-

ing. The danger of expanding spending for public services during a period when the city's economic base is contracting, of course, is that revenue will not keep pace with expenditures. Annual percentage changes in general operating fund revenues and expenditures reveal that, for many cities, in 1974 expenditures were increasing faster than revenues (table 6.13).

Another problem faced by cities that must serve a population increasingly dependent on public services is the growing proportions of city budgets devoted to fixed costs rising directly from the increased city spending and hiring. Lack of adequate revenue prompts borrowing, and increasing demand for certain types of services generates higher levels of government employment. The proportion of the budget devoted to the fixed costs of debt service and employee pensions rises. Cities then have even less money to spend on direct provision of services than they did before. This growth in State and local government employment has been substantial, 125 percent in the period 1955 to 1975 (table 6.14). This increase has been surpassed by public education employment, which reflecting an expanding population, has increased 156 percent. By contrast, employment in private industry increased 38.5 percent and Federal Government civilian employment 19.2 percent in the same period.

The relationships bewteen absolute increases in municipal spending and changing distributions of spending in various categories underscore the problems of providing services for urban areas. For example, in New York, from 1961 to 1976, spending for education increased 305 percent, but its share of the total budget declined by 7 percentage points. Spending for sanitation, fire, and police increased 178 percent, 217 percent, and 278 percent, respectively; however, each of these functions *declined* moderately as a proportion of the total budget. On the other hand, spending on welfare increased 940 percent and its share of the budget increased 10 percent. Spending on both higher education and hospitals increased in amount and as proportions of the total budget. Similar increases were recorded in other cities as well.

Cities tend to spend a smaller proportion of their total budget on education than do their suburban counterparts. Denver spends somewhat less than its suburbs on education, but it spends three times more per capita on noneducation functions. Boston, Mass., and Kansas City, Mo., spend somewhat less on education than their suburbs but twice as much on noneducation functions. Milwaukee spends three-quarters as much as its suburbs on education and 1½ times as much on noneducation functions. To finance this spending, cities must raise more revenue than their suburbs through taxes.

These problems in city and State public finances intensify the fundamental disparities existing in most States because of the unequal distribution of local property wealth. School districts with high property valuations levy low tax rates but still are able to spend generously on public education. Districts with low valuations have less to spend even with above-average tax rates. State education aid is popularly thought to be intended to equalize school expenditures and tax burdens for education, but it rarely does so in States with traditional State school finance plans because State aid is typically not sufficient to overcome local disparities in spending for education. The result is high taxes and low expenditures in poor school districts and lower taxes and better financed schools in wealthier districts.

The pattern of disparity in local wealth, tax rates, and expenditures just outlined led, during the 1970's, to numerous successful constitutional challenges in State courts to the basic structure of school financing plans in a number of States.

The first significant court opinion was handed down by the California Supreme Court in *Serrano v. Priest* (1971, reaffirmed in 1976). The court held on both Federal and State constitutional grounds that the California funding scheme "invidiously discriminates against the poor because it makes the quality of a child's education a function of the wealth of his parents and neighbors." Although the court struck down the California system of school finance and set new constitutional standards for equalizing school spending, it did not prescribe a new system to take its place. This was left to the California Legislature, which has already adopted significant interim reforms and is considering others in 1977. School finance laws were struck down by courts in Arizona, Connecticut, Kansas, Michigan, Minnesota, New Jersey, and Texas; and challenges to similar laws were brought in over 40 other States.

Some of the early school finance litigation had been based on the equal protection clause of the Fourteenth Amendment to the U.S. Constitution. In March of 1973, however, a divided U.S. Supreme Court, in *San Antonio Independent School District v. Rodriguez*, ruled 5-4 that the rights guaranteed by the Amendment did not include education. The court majority held that education was not a fundamental Federal constitutional right and that the Texas system of school finance did not discriminate against any constitutionally definable class of poor people. The Texas system was apparently not failing to provide students the minimum skills necessary for the exercise of their basic constitutional rights, such as the right to vote. Moreover, the system encouraged a large measure of local participation and control in school matters. The majority noted, however, that tax systems "may have relied too long and heavily on the local property tax" and that "innovative new thinking as to public education, its methods and its funding is necessary to assure both a higher level of quality and greater uniformity of opportunity." But the ultimate solution of these problems, the majority said, "must come from lawmakers and from the democratic pressure of those who elect them."

The court also suggested the possibility of legal actions on the basis of *State* constitutions and statutes. Just two weeks after *Rodriguez* was announced, the New Jersey Supreme Court, in *Robinson vs. Cahill*, unanimously held that the New Jersey finance system violated a clause in the State constitution requiring the establishment of a "thorough" and "efficient" system of schools.

State court decisions have significantly widened the legal grounds for school-related litigation. "Accountability" legislation setting forth reading and mathematics achievement goals has required States to devote more resources to districts where students fall short of these standards. Several cases have been brought based on this theory. For example, school districts have been required to provide bilingual education to children who do not understand English. Other cases have established the right of mentally retarded children to an appropriate education.

Meeting new standards of equity in public school finance can be accomplished in most States only by major revisions of State and local tax and spending policies. Since most State-local tax systems are regressive—imposing a larger proportionate burden on those least able to pay—school finance reform has become integrally linked to longstanding efforts to change tax policy by imposing statewide property taxes, new State income and sales taxes, and reforms of property tax assessment practices. Indeed, a major impetus for tax reform in many States comes from efforts to resolve the school finance problem. In 1974 and 1975, recession slowed the movement toward more equitable systems of public school finance. Declining revenues in some urban industrial States made it difficult to maintain even the current level of public services.

The central features of the new State role in public school finance have been fourfold. First, most of the 22 States with new laws have assumed substantial increases in raising public school dollars, by tapping budget surpluses, and by raising the rates of traditional State taxes. Second, many of the States with new laws have cut local school tax rates and, in several instances, have reduced property tax bills substantially. Third, all of the school-finance reform States of the last 5 years have taken steps to ensure a considerably closer fit between the distribution of State school aid and the presence of unusual educational needs or costs. And, finally, the great majority of post-*Serrano* reform States have imposed systematic controls on the growth of local school budgets, either by setting strict limits on local taxes or by establishing ceilings on school expenditures. Tax ceilings are now in place in Florida, New Mexico, North Dakota, and Minnesota. Related measures that discourage high local tax effort are in effect in California, Maine, Utah, and Wisconsin. Expenditure limits are in operation in Colorado, Iowa, Kansas, and several other States.

The new tax and expenditure controls differ substantially in their stringency. In New Mexico, the tax limitation is absolute. In States like Colorado and Wisconsin, outlays can be increased over prescribed levels by appeal to State school budget review committees. In other States, such as Colorado and Minnesota, budgets can be altered by appeal to local voters through the referendum process. Maine requires very wealthy districts to pay some of their property tax collections to the State for redistribution to poor districts.

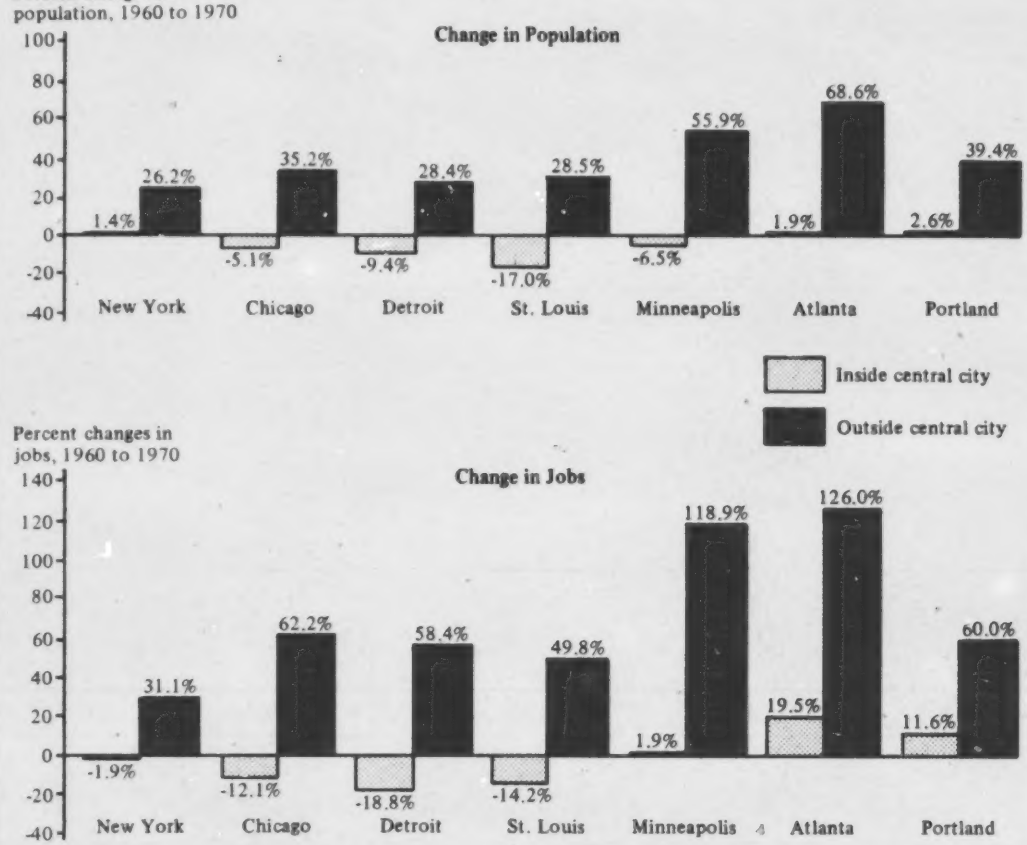
Increasingly, new laws have acknowledged that some children cost more than others to educate. Many States have adopted pupil weighting systems, providing more funding for educating children who are handicapped, require bilingual education, or are educationally disadvantaged. Furthermore, several States have added additional refinements to their finance plans. For example, Virginia and Wisconsin have expanded use of categorical grants for compensatory education rather than adjust their basic aid formula. Michigan's new plan is sensitive to high non-school taxes that curtail the ability of large cities to finance their educational needs. Several States measure local fiscal capacity on the basis of both property values and income, to aid jurisdictions that are both income and property poor.

A shift of both population and jobs from inside central cities to outside central cities occurred in many areas between 1960 and 1970. In others, limited growth in the central city was eclipsed by much greater growth in surrounding suburban areas.

See Table 6.10

Chart 6.10

Changes in Population and Jobs From 1960 to 1970: Selected Cities



Source of Data:. Bureau of the Census

III

DATA SOURCES AND TABLES

DATA IN THE REPORT

Data in this report came from many sources and may be based on complete counts, administrative records, sample surveys, estimates, unpublished data, and even informed guesses. The collecting agencies include Federal and State statistical agencies, Federal and State regulatory agencies, private research agencies and private organizations.

Consequently, the data vary considerably as to reference periods, methods of collection, definitions of terms, and, for continuing series, the number and frequency of time periods for which data are available. Also, all the data are subject to errors of various kinds, some due to the sponsoring or collecting agencies, others due to collection and processing methods. Even censuses and/or surveys which purport to cover a "complete" population are subject to response errors, errors from failure to obtain information from all units in the population, processing and tabulation errors, and disagreements as to the meaning of the data when interpreted by different interests. And the use of sampling introduces sampling error and perhaps some other errors that might not occur with a complete coverage.

Particular care should be taken in comparing data from the different sources. Differences in survey procedures, population and time references, and measurement instruments mean that the results from the several sources are not strictly comparable.

This guide to principal data sources outlines key characteristics of each source, and is not intended to be exhaustive. Readers should consult the primary sources directly for additional detail.

Bureau of the Census

The Bureau of the Census provides data through a regular program of data collection and through supplements to its data collection program conducted for other organizations.

The census instrument for data collection cited most frequently in this report is the Current Population Survey (CPS). The data on educational attainment of the population, language usage, adult education, preprimary education, labor force educational attainment, and volunteers were collected from the CPS or supplements to it.

The primary purpose of CPS is to get a monthly measure of employment and unemployment. In addition, it provides monthly population estimates as well as annual data on such characteristics of the population as income, schooling, age, race, sex, marital status, and living arrangements. Various governmental agencies utilize CPS to gather specific information.

The current CPS sample is spread over 461 areas comprising 923 counties and independent cities with coverage in each of the 50 States and the District of Columbia. Approximately 47,000 occupied housing units are eligible for interview each month. Of this number, 2,000 occupied units, on the average, are visited without obtaining interviews because the occupants are not found at home after repeated calls or are unavailable for some other reason. In addition to the 2,000, there are also about 8,000 sample units in an average month which are visited but are found to be vacant or otherwise not to be interviewed.

The *Condition of Education, 1977* also utilizes data on governmental finance compiled by the Bureau of the Census. The data on Federal Government finances were obtained primarily from "actual" 1975 data presented in *The Budget of the United States Government for the Fiscal Year 1977*. Annual reports of the Secretary of the Treasury and of the Commissioner of Internal Revenue provided additional detail. Amounts of Federal payments to State and local governments were obtained in some detail from the contributing Federal agencies.

The State government information is based on the annual Bureau of the Census survey of State finances. Detailed figures appear in *State Government Finances in 1975*.

The local government finance data were estimated from a random sample of approximately 16,000 local units. Using 1970 population as a base, the sample included all county governments having 50,000 or more inhabitants and all municipalities having 25,000 or more population. The sample also included governments whose relative importance in their State, based on expenditure or debt, was above a specified amount. A random selection of the remaining units was made from a compilation of all

local governments within selected large standard metropolitan statistical areas (SMSA's), other major counties, and the balance of the State.

Bureau of Labor Statistics (BLS)

The Bureau of Labor Statistics gathers statistics on the employment status of the civilian resident noninstitutionalized population 16 years old and over. Data on personal, occupational, and other characteristics of the employed, the unemployed, persons not in the labor force, and related data are compiled for the BLS by the Bureau of the Census in its Current Population Survey (CPS). A detailed description of this survey appears in *Concepts and Methods Used in Manpower Statistics From the Current Population Survey*, BLS Report 313, which is available from BLS on request.

Gallup Polls

The survey of attitudes toward education, conducted annually by Gallup Poll and the Charles F. Kettering Foundation provides information concerning trends in opinions about significant school questions.

This survey samples the opinions of approximately 1,600 adults (18 years and older). It is described as a modified probability sample of the Nation. Personal, in-home interviewing was conducted in every area of the Nation and in all types of communities. A full analysis of the sample may be found in "Eighth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," *Phi Delta Kappan*, October 1976.

National Center for Education Statistics

Data from the National Center for Education Statistics include census or sample surveys of educational institutions and sample surveys of individuals to determine their educational experiences or performance levels. Two surveys which utilize responses from individuals and do not use the CPS for data collection are described below.

Surveys of Educational Institutions. Data on educational institutions are based on reports from administrators of individual institutions of higher education, both public and private, or, for publicly controlled elementary and secondary schools, from State departments of education. Data for privately controlled elementary and secondary schools involve some sampling. Data on noncollegiate, vocational and technical education and other specialized topics are generally collected on a sample basis, under contract, by non-Federal agencies. Additional information on methodology and reliability of data in tables can be found in the reports cited in each table source.

National Assessment of Educational Progress
National Assessment of Educational Progress (NAEP) estimates, from the weighted sample of respondents, the percentages of those who would be able to answer a question acceptably or to perform a task. The exercises are administered to scientifically selected samples of four age groups: 9-year-olds, 13-year-olds, 17-year-olds, and young adults aged 26-35. The assessment group of 17-year-olds includes a sample of 17-year-olds not enrolled in school. Results are reported for each age level and by region, sex, racial group, parental education and size and type of community.

National Assessment uses a weighted percentage of correct responses to describe the performance of a group on an exercise. Each reported percentage correct is an estimate of the percentage of persons in a given population who gave a certain acceptable response to a specific exercise.

For more information on National Assessment, including its goals and methodology, see National Assessment of Educational Progress, report 03/04-GY, *General Information Yearbook* (Washington, D. C.: Government Printing Office, 1974).

National Longitudinal Study. The National Longitudinal Survey periodically queries a national sample of members of the high school class of 1972 to chart individual educational, vocational, and personal development. The base-line survey of the senior class of 1972 took place in spring 1972. The first two followup surveys were conducted in fall 1973 and fall 1974. Data collection for the third followup of these young adults has commenced. The sample design may be described as a deeply stratified two-stage probability sample with schools as first-stage sampling units and students as second-stage units. The population consisted of all 12th graders enrolled during 1972 in all public and private schools in the 50 States and the District of Columbia. The first-stage sampling frame was constructed from computerized school files maintained by the Office of Education and by the National Catholic Education Association. In the second stage, 18 students from each of a number of selected schools were randomly chosen to participate.

The Second Followup Survey took place in fall 1974, and the Third Followup Survey began in the fall of 1976.

For additional information concerning the National Longitudinal Study, contact the Longitudinal Studies Branch, National Center for Education Statistics, 400 Maryland Avenue, S. W., Washington, D. C., 20202.

International Education Statistics

For a comprehensive discussion of the comparative education statistics presented in this edition, see Technical Note A, *The Condition of Education, 1976 edition*, National Center for Education Statistics.

National Opinion Research Center (NORC)

Data on trends and constants in social characteristics and opinions of the adult population of the United States are collected from the general Social Survey conducted by the National Opinion Research Center (NORC). Each year, approximately 1,500 adults, selected from the English-speaking noninstitutionalized population 18 years or older, are interviewed using a standardized questionnaire.

For further information, inquiries should be made to:

National Opinion Research Center
University of Chicago
6030 South Ellis Avenue
Chicago, Illinois 60637

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DEFINITIONS OF SELECTED TERMS

Adult education: Organized instruction, including correspondence courses and private tutoring; ordinarily under the auspices of a school, center, or community organization; and generally with a predetermined end result which may be a certificate, diploma, or degree. Participants in adult education are persons beyond compulsory school age (17 and over) who are not enrolled full time in a regular school or college program but who are engaged in activities of organized instruction.

Age: Refers to age at last birthday.

Aggregate United States: Includes the 50 States, District of Columbia, and outlying areas–American Samoa, Canal Zone, Guam, Puerto Rico, the Virgin Islands, and the Trust Territory of the Pacific Islands. The NCES Higher Education General Information Survey (HEGIS) reports data for the aggregate United States.

Average daily attendance: For a school year, the average number of pupils attending each day.

Average daily membership: For a school year, the average number of pupils belonging (present and absent) each day. It is computed for an individual school by dividing the aggregate of pupil-days' membership by the number of days the school was actually in session.

College: Used in the CPS to denote enrollment in a course which leads to a bachelors, master's, professional, or doctorate degree, excluding vocational certification.

Direct expenditures: Payments to employees, suppliers, contractors, beneficiaries, and other final recipients of governmental payments; i.e., all expenditure other than intergovernmental expenditure.

Dropouts: Persons not enrolled in school and not high school graduates.

Elementary education: Formal education organized by grade, composed of a span of grades not above grade eight.

Expenditures: All amounts of money paid out by elementary and secondary schools for current outlays for education, plus capital outlays and interest on school debt. For institutions of higher education, includes current outlays plus capital outlays. For government, net of recoveries and other correcting transactions–other than for retirement of debt, investment in securities, extension of credit, or as agency transactions. Government expenditures include only external transactions of a government and excludes noncash transactions such as the provision of perquisites or other payments in kind. Aggregates for groups of governments exclude intergovernmental transactions among the governments.

Family: A family consists of a household head and one or more other persons living in the same household who are related to the head by blood, marriage,

or adoption; all persons in a household who are related to the head are regarded as members of his (her) family.

General expenditures: All expenditures of a government other than utility expenditure, liquor stores expenditure, and insurance trust expenditure.

Geographic region: The regions used in presentations of data from the National Assessment of Educational Progress and from the Bureau of the Census on educational participation are the same as those used by the Bureau of Economic Analysis, U. S. Department of Commerce.

Northeast	Southeast
Connecticut	Alabama
Delaware	Arkansas
District of Columbia	Florida
Maine	Georgia
Maryland	Kentucky
Massachusetts	Louisiana
New Hampshire	Mississippi
New Jersey	North Carolina
New York	South Carolina
Pennsylvania	Tennessee
Rhode Island	Virginia
Vermont	West Virginia

Central	West
Illinois	Alaska
Indiana	Arizona
Iowa	California
Kansas	Colorado
Michigan	Hawaii
Minnesota	Idaho
Missouri	Montana
Nebraska	Nevada
North Dakota	New Mexico
Ohio	Oklahoma
South Dakota	Oregon
Wisconsin	Texas
	Utah
	Washington
	Wyoming

Higher education: Study beyond the secondary school level at an institution that offers programs terminating in an associate, baccalaureate, or higher degree.

Intergovernmental transactions: *Intergovernmental revenue* and *intergovernmental expenditure* comprise, respectively, payments from one government to another as grants-in-aid, shared revenues, payments in lieu of taxes, or reimbursements for governmental services. Excludes amounts for the purchase of commodities, property, or utility services, any tax levied as such on facilities of the payer, and employer contributions by the government for social insurance (e.g., employee-retirement and OASDHI insurance). *Intergovernmental Revenue From State Government* includes any amounts originating with the Federal Government but channeled through the State for distribution to local governments.

Migrants: All persons who were living in a different county in the United States at the end of the period than at the beginning of the period.

Modal grade: The grade level at which most students of a given age are enrolled.

Noncollegiate postsecondary school: An institution beyond the high school level which does not offer programs terminating in associate, baccalaureate, or higher degree.

Other household language: Any language other than the usual household language spoken by the people who live in the household.

Other individual language: Any language other than the usual individual language spoken by the individuals in households where a language other than English is spoken.

Race: Classifications are based upon self-identification of the individual.

Revenues: All amounts of money received by an institution from external sources, net of refunds, and correcting transactions. Noncash transactions such as receipt of services, commodities, or other receipts "in kind" are excluded, as are funds received from the issuance of debt, liquidation of investments, and nonroutine sale of property.

School district: An educational agency at the local level which exists primarily to operate schools or to contract for educational services. This term is used synonymously with the terms "school system," and "local education agency."

Secondary education: Formal education organized by subject matter taught, composed of junior high and/or high schools.

Unemployment rate: The number of unemployed persons as a percent of the civilian labor force.

Usual individual language: The language which is usually spoken by the individuals in households where a language other than English is spoken.

Usual household language: The language which is usually spoken by the people who live in the household.

Table 1.01.--Estimated population[1] of selected age groups, by race: 1950 to 1980

	Numbers, in thousands, in --							Percent change			
								Actual		Estimated	
	1950	1955	1960	1965	1970	1975	[2]1980	1950 to 1975	1970 to 1975	1950 to 1980	1975 to 1980
Total											
5 to 13 years old	22,424	27,924	32,965	35,754	36,636	33,456	30,246	+ 49.2	- 8.7	+ 34.9	- 9.6
14 to 17 years old	8,444	9,247	11,219	14,153	15,910	16,943	15,753	+100.6	+ 6.5	+ 86.6	- 7.0
18 to 24 years old	16,075	14,968	16,128	20,293	24,687	27,623	29,441	+ 71.8	+11.9	+ 83.2	+ 6.6
25 to 34 years old	24,036	24,283	22,919	22,465	25,294	30,935	36,157	+ 28.7	+22.3	+ 50.4	+16.9
White											
5 to 13 years old	19,570	24,413	28,533	30,628	31,122	28,035	24,970	+ 43.2	- 9.9	+ 27.6	-10.9
14 to 17 years old	7,370	8,058	9,838	12,271	13,618	14,335	13,136	+ 94.5	+ 5.3	+ 78.2	- 8.4
18 to 24 years old	14,186	13,124	14,169	17,882	21,511	23,687	24,978	+ 67.0	+10.1	+ 76.1	+ 5.4
25 to 34 years old	21,471	21,620	20,230	19,709	22,167	27,016	31,267	+ 25.8	+21.9	+ 45.6	+15.7
Black and other races											
5 to 13 years old	2,854	3,511	4,432	5,125	5,513	5,422	5,276	+ 90.0	- 1.6	+ 84.9	- 2.7
14 to 17 years old	1,074	1,189	1,380	1,883	2,292	2,609	2,617	+142.9	+13.8	+143.7	+ 0.3
18 to 24 years old	1,889	1,844	1,959	2,410	3,176	3,936	4,463	+108.4	+23.9	+136.3	+13.4
25 to 34 years old	2,565	2,663	2,688	2,754	3,125	3,921	4,890	+ 52.9	+25.5	+90.6	+24.7

[1] Total resident population including armed forces overseas. Alaska and Hawaii are included for all years.
[2] Series II projections.

NOTE.--Details may not add to totals because of rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Population Estimates and Projections*, Series P-25, Nos. 310, 311, 519, 614.

Table 1.03.--Population 4 years old and over, by age, ethnic origin/descent, and language characteristics: July 1975

Age and ethnic origin	Population						
	Total	English, only household language	Non-English as usual or other household language				Household language not reported
			Total	Usual individual language			
				English	Non-English	NA	
	(In thousands)						
Total population 4 years old and over	**196,796**	**167,655**	**25,344**	**17,838**	**6,530**	**976**	**3,797**
Selected European[1] other than Spanish	**52,742**	43,730	7,954	6,425	1,238	291	1,058
Spanish	**9,845**	1,393	8,341	4,171	4,012	158	111
Selected Asian[2]	**1,919**	475	1,439	828	592	(*)	(*)
Black	**21,373**	20,725	369	310	(*)	(*)	279
Other[3]	**110,917**	101,332	7,241	6,104	673	464	2,344
4 to 5 years old	**7,065**	6,126	928	613	275	(*)	(*)
Selected European	**835**	710	122	102	(*)	(*)	(*)
Spanish	**575**	97	478	242	226	(*)	(*)
Selected Asian	**57**	(*)	(*)	(*)	(*)	(*)	(*)
Black	**985**	966	(*)	(*)	(*)	(*)	(*)
Other	**4,613**	4,344	266	228	(*)	(*)	(*)
6 to 13 years old	**29,879**	25,664	4,155	3,218	775	162	60
Selected European	**4,016**	3,276	735	644	55	(*)	(*)
Spanish	**2,220**	283	1,937	1,276	628	(*)	(*)
Selected Asian	**259**	(*)	210	159	(*)	(*)	(*)
Black	**4,135**	4,061	58	51	(*)	(*)	(*)
Other	**19,249**	17,995	1,215	1,088	(*)	82	(*)
14 to 18 years old	**20,874**	17,669	2,584	2,059	432	93	621
Selected European	**2,977**	2,305	585	520	(*)	(*)	87
Spanish	**1,185**	169	999	655	325	(*)	(*)
Selected Asian	**176**	(*)	127	98	(*)	(*)	(*)
Black	**2,768**	2,659	(*)	(*)	(*)	(*)	64
Other	**13,768**	12,487	828	742	(*)	56	453
19 to 25 years old	**25,332**	21,945	2,970	2,119	691	160	417
Selected European	**5,921**	5,075	760	641	65	54	86
Spanish	**1,316**	241	1,063	551	489	(*)	(*)
Selected Asian	**276**	116	160	99	54	(*)	(*)
Black	**2,926**	2,825	59	(*)	(*)	(*)	(*)
Other	**14,983**	13,688	928	782	81	65	277
26 to 50 years old	**63,338**	53,960	8,093	5,288	2,485	320	1,285
Selected European	**19,557**	16,731	2,481	1,991	377	113	345
Spanish	**3,277**	463	2,769	1,113	1,600	56	(*)
Selected Asian	**813**	207	604	331	266	(*)	(*)
Black	**6,333**	6,099	131	118	(*)	(*)	103
Other	**33,358**	30,460	2,108	1,735	241	132	790

Table 1.03.—Population 4 years old and over, by age, ethnic origin/descent, and language characteristics: July 1975 – Continued

Age and ethnic origin	Population						
	Total	English, only household language	Non-English as usual or other household language				Household language not reported
			Total	Usual individual language			
				English	Non-English	NA	
	(In thousands)						
51 years old and over	**50,308**	42,291	6,614	4,541	1,872	201	1,403
Selected European	**19,436**	15,633	3,271	2,527	678	66	532
Spanish	**1,272**	140	1,095	334	744	(*)	(*)
Selected Asian	**338**	(*)	290	109	181	(*)	(*)
Black	**4,226**	4,115	62	(*)	(*)	(*)	(*)
Other	**25,036**	22,358	1,896	1,529	260	107	782

* Estimates less than 50,000.

1/ Includes German, Italian, English, Scottish, Welsh, Irish, French, Polish, Russian, Greek, and Portuguese.

2/ Includes Chinese, Japanese, Filipino, Korean.

3/ Other also includes persons who did not report their ethnic origin/descent.

NOTE.–This July 1975 Survey of Languages, a supplement to the Current Population Survey, was conducted by the Bureau of the Census for the National Center for Education Statistics.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *July 1975 Survey of Languages*, preliminary data.

Table 1.06.—Household languages of the population, 4 years old and over, by age: July 1975

Language spoken in household	Total population	4 to 5 years old	6 to 18 years old	19 to 25 years old	26 to 50 years old	51 years old and over
TOTAL	**196,796**	**7,065**	**50,753**	**25,332**	**63,338**	**50,308**
English only	167,665	6,125	43,335	21,945	53,966	42,296
Non-English language as usual or second language	25,347	928	6,738	2,971	8,093	6,613
Spanish	9,904	524	3,279	1,357	3,427	1,316
French	2,259	(*)	623	303	678	614
German	2,269	60	527	205	703	771
Greek	488	(*)	124	52	173	123
Italian	2,836	68	599	285	765	1,120
Portuguese	349	(*)	87	(*)	128	105
Chinese	534	(*)	120	76	208	108
Filipino	377	(*)	133	(*)	141	61
Japanese	524	(*)	129	63	196	115
Korean	246	(*)	73	(*)	113	(*)
Other	5,559	133	1,044	566	1,562	2,251
Not reported	3,786	(*)	680	415	1,279	1,401

* Less than an estimated 50,000 persons.

NOTES.– Detail may not add to totals due to rounding.

– If more than one non-English language was spoken in a household, persons in that household were counted under the non-English language that was usually spoken in the household.

– This *July 1975 Survey of Languages*, a supplement to the Current Population Survey was conducted by the Bureau of the Census for the National Center for Education Statistics.

SOURCE: Department of Health, Education, and Welfare, National Center for Education Statistics, *July 1975 Survey of Languages*, preliminary data.

Table 1.07.—Interregional migration of the 1970 5- to 17-year-old population between 1970 and 1975

Year	5- to 17-year-old resident population, in thousands				
	Total, United States	North-east	North Central	South	West
1970	**52,526**	12,043	15,012	16,459	9,012
1975	**50,396**	11,392	13,960	16,157	8,887

Migration[1]	Total regional migration	Percent of 1970 5- to 17-year old	Migrants from –			
			North-east	North Central	South	West
Total regional migration	2,432	4.6	601	774	612	445
Percent of 1970 5- to 17-year-olds	4.6	–	5.0	5.2	3.7	4.9
Migrants to –						
Northeast	239	2.0	–	67	120	52
North Central	448	3.0	117	–	211	120
South	1,093	6.6	360	460	–	273
West	652	7.2	124	247	281	–

[1] Reflects interregional migration only; excludes those changing residence within region.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Mobility of the Population of the United States, March 1970 to March 1975*, Series P-20, No. 285; *Estimates of the Population of the United States, by Age, Sex and Race: 1970 to 1975*, Series P-25, No. 614, and unpublished data.

Table 1.08.--Average number of lifetime births expected by wives 18 to 34 years old, by age and race: Selected years 1967 to 1976

Race and age	Year				
	1967	1971	1974	1975	1976
All races					
18 to 24 years	2.85	2.38	2.16	2.17	2.14
18 and 19 years	2.72	2.26	2.19	2.19	2.16
20 and 21 years	2.92	2.37	2.14	2.18	2.12
22 to 24 years	2.86	2.40	2.17	2.16	2.14
25 to 29 years	3.04	2.62	2.34	2.26	2.20
30 to 34 years	3.29	2.99	2.72	2.61	2.54
White					
18 to 24 years	2.86	2.35	2.15	2.15	2.13
18 and 19 years	2.71	2.26	2.16	2.18	2.16
20 and 21 years	2.96	2.37	2.15	2.14	2.12
22 to 24 years	2.85	2.37	2.16	2.14	2.12
25 to 29 years	3.00	2.58	2.30	2.23	2.18
30 to 34 years	3.20	2.94	2.69	2.56	2.51
Black					
18 to 24 years	2.79	2.62	2.22	2.48	2.30
18 and 19 years	(1)	(1)	2.43	(1)	(1)
20 and 21 years	2.52	2.44	2.10	2.57	2.23
22 to 24 years	2.97	2.79	2.20	2.50	2.41
25 to 29 years	3.41	3.11	2.78	2.58	2.51
30 to 34 years	4.26	3.71	3.24	3.21	2.92

(1) Base less than 75,000.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Fertility Expectations of American Women: June 1974*, Series P-20, No. 277, *Fertility History and Prospects of American Women: June 1975*, Series P-20, No. 288, *Prospects for American Fertility: June 1976*, Series P-20, No. 300.

Table 1.09.--Family status of children under 18, by race: Selected years, 1960 to 1976

	Year						
	1960	1968	1970	1972	1974	1975	1976
All races							
Total number, in thousands	**62,873**	**70,617**	**70,510**	**68,811**	**67,047**	**66,087**	**65,129**
Percentage distributions	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Living with both parents	88.9	85.0	84.7	83.1	81.4	80.3	80.0
Living with mother only	8.2	10.7	10.9	12.8	14.4	15.1	15.8
Living with father only	1.1	1.1	1.1	1.2	1.3	1.5	1.2
Living with neither parent	[1/] 1.8	2.3	2.3	2.3	2.3	2.1	3.0
Not in family	NA	.9	1.1	.6	.7	.6	NA
White							
Total number, in thousands	54,492	59,953	59,588	58,221	56,437	55,500	54,411
Percentage distributions	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Living with both parents	91.9	89.4	89.1	87.9	86.7	85.4	85.2
Living with mother only	6.2	7.7	7.8	9.5	10.4	11.3	11.8
Living with father only	1.0	.9	.9	1.0	1.2	1.4	1.2
Living with neither parent	[1/] .8	1.3	1.2	1.2	1.3	1.3	1.9
Not in family	NA	.7	1.0	.4	.4	.4	NA
Black							
Total number, in thousands	8,381	9,775	9,973	9,583	9,526	9,472	9,461
Percentage distribution	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Living with both parents	69.2	58.3	58.2	54.3	50.7	49.4	49.6
Living with mother only	20.6	29.1	29.3	33.5	37.8	40.9	40.1
Living with father only	2.1	2.2	2.2	1.9	1.8	1.8	1.5
Living with neither parent	[1/] 8.2	8.8	8.6	9.1	8.1	6.8	8.8
Not in family	NA	1.6	1.7	1.3	1.6	1.1	NA

[1/] For 1960, includes all children in living arrangements not specified.

NOTE.--Details may not add to total because of rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Marital Status and Family Status, March 1968* and *March 1970*, Series P-20, No. 187 and 212; *Marital Status and Living Arrangements, March 1972* and *March 1974*, Series P-20, No. 271 and 287 and unpublished data.

Table 1.10.--Number of children in families below the poverty level, by family status and race: Selected years, 1959 to 1974

Type of family and race	Year					
	1959	1962	1965	1968	1971	1974
All families – all races						
Number of children	**17,208**	**16,630**	**14,388**	**10,739**	**10,344**	**10,196**
Percent of all chidren	**26.9**	**24.7**	**20.7**	**15.3**	**15.1**	**15.5**
Male head of families –						
White: Number of children	8,966	8,170	6,274	4,298	3,889	3,500
Percent of all children in subgroup	17.4	15.1	11.4	7.8	7.4	7.1
Black: Number of children	4,097	3,954	3,552	2,032	1,605	1,309
Percent of all children in subgroup	60.8	57.9	48.0	28.3	23.9	20.8
Female head of families –						
White: Number of children	2,420	2,212	2,321	2,075	2,452	2,680
Percent of all children in subgroup	64.6	57.6	52.9	44.4	44.6	42.6
Black: Number of children	1,725	2,294	2,241	2,334	2,399	2,707
Percent of all children in subgroup	86.5	89.0	82.2	70.4	66.1	65.0

NOTE.–Method of computing poverty population was revised in 1967. See source for explanation.

SOURCE: U.S. Department of Commerce, Bureau of the Census; *Characteristics of the Population Below the Poverty Level, 1974*; Series P-60, No. 102.

Table 1.11.--Gross national product (GNP) related to total expenditures for education, health, and defense: 1939 to 1975

Calendar year	Gross national product	Expenditures for education[1]		Expenditures for health[2]		Expenditures for defense	
		Total	As a percent of GNP	Total	As a percent of GNP	Total	As a percent of GNP
	(Dollars, in billions)						
1939	$ 90.5	$ 3.2	3.5	NA		$ 1.2	1.3
1941	124.5	3.2	2.6	NA		13.8	11.1
1943	191.6	3.5	1.8	NA		79.7	41.6
1945	212.0	4.2	2.0	NA		73.5	34.7
1947	232.8	6.6	2.8	NA		9.1	3.9
1949	258.0	8.8	3.4	$11.6	4.5	13.2	5.1
1951	330.2	11.3	3.4	14.0	4.2	33.5	10.1
1953	366.1	13.9	3.8	15.7	4.3	48.6	13.3
1955	399.3	16.8	4.2	17.7	4.4	38.4	9.6
1957	442.8	21.1	4.8	21.1	4.8	44.0	9.9
1959	486.5	24.7	5.1	24.9	5.1	45.6	9.4
1961	523.3	29.4	5.6	28.8	5.5	47.0	9.0
1963	594.7	36.0	6.1	33.5	5.6	50.3	8.5
1965	688.1	45.4	6.6	40.5	5.9	49.4	7.2
1967	796.3	57.2	7.2	50.7	6.4	71.5	9.0
1969	935.5	[3] 70.4	7.5	64.8	6.9	76.3	8.2
1971	1,063.4	[3] 83.2	7.8	81.3	7.6	70.2	6.6
1973	1,306.6	98.5	7.5	99.1	7.6	73.4	5.6
1975	1,516.3	[4] 120.1	7.9	NA	NA	84.0	5.5

NA - not available.

[1] Includes expenditures of public and nonpublic schools at all levels of education (elementary, secondary, and higher education). Expenditures are for school year beginning in designated calendar year.

[2] Aggregate United States.

[3] Revised since originally published.

[4] Estimated.

SOURCES: U.S. Department of Commerce, Bureau of Economic Analysis, *Survey of Current Business,* August 1965, January 1976, July 1976; U.S. Department of Health, Education and Welfare, National Center for Education Statistics, *Institutions of Higher Education;* Social Security *Statistics of State School Systems, Financial Statistics of* Administration, *Compendium of National Health Expenditures Data,* January 1976; Council of Economic Advisers, *Economic Report of the President,* 1970, 1976.

Table 1.12.—Estimated average charges (current dollars) per full-time undergraduate resident degree-credit student in institutions of higher education, by institutional level and control: 1964-65 to 1974-75

(Charges are for the academic year and in current unadjusted dollars)

Year and control	Total tuition, board, and room			
	All	University	Other 4-year	2-year
1961-62:				
Public	869	947	788	599
Nonpublic	1,666	1,882	1,570	1,198
1962-63:				
Public	901	986	814	615
Nonpublic	1,724	2,022	1,608	1,271
1963-64:				
Public	926	1,026	846	630
Nonpublic	1,815	2,105	1,700	1,313
1964-65:				
Public	950	1,051	867	638
Nonpublic	1,907	2,202	1,810	1,455
1966-67:				
Public	1,026	1,171	947	710
Nonpublic	2,124	2,456	2,007	1,679
1968-69:				
Public	1,117	1,245	1,063	883
Nonpublic	2,321	2,673	2,237	1,876
1971-72:				
Public	1,357	1,579	1,263	1,073
Nonpublic	2,917	3,375	2,748	2,186
1972-73:				
Public	1,458	1,668	1,460	1,197
Nonpublic	3,038	3,512	2,934	2,273
1973-74:				
Public	1,517	1,707	1,506	1,274
Nonpublic	3,164	3,717	3,040	2,410
1974-75:				
Public	1,617	1,797	1,579	1,381
Nonpublic	3,386	3,962	3,227	2,504

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Education Statistics*.

Table 1.13.—Consumer price indexes, by expenditure class: 1960 to 1975

Year	All items	Food	Medical care	Personal care	Reading and recreation	Other goods and services
1960	88.7	88.0	79.1	90.1	87.3	87.8
1961	89.6	89.1	81.4	90.6	89.3	88.5
1962	90.6	89.9	83.5	92.2	91.3	89.1
1963	91.7	91.2	85.6	93.4	92.8	90.6
1964	92.9	92.4	87.3	94.5	95.0	92.0
1965	94.5	94.4	89.5	95.2	95.9	94.2
1966	97.2	99.1	93.4	97.1	97.5	97.2
1967	100.0	100.0	100.0	100.0	100.0	100.0
1968	104.2	103.6	106.1	104.2	104.7	104.6
1969	109.8	108.9	113.4	109.3	108.7	109.1
1970	116.3	114.9	120.6	113.2	113.4	116.0
1971	121.3	118.4	128.4	116.8	119.3	120.9
1972	125.3	123.5	132.5	119.8	122.8	125.5
1973	133.1	141.4	137.7	125.2	125.9	129.0
1974	147.7	161.7	150.5	137.3	133.8	137.2
1975	161.2	175.4	168.6	150.7	144.4	147.4

SOURCE: Council of Economic Advisers, *Economic Report of the President*, January 1976

Table 1.14. Confidence of the public in people running institutions in the United States: 1973 to 1976

Year and institution	Response in designated category											
	Number						Percentage distribution					
	Total	A great deal	Only some	Hardly any	Don't know	No answer	Total	A great deal	Only some	Hardly any	Don't know	No answer
1973												
Major companies	1,504	439	799	162	100	4	100.0	29.2	53.1	10.8	6.6	.3
Education	1,504	553	798	123	21	9	100.0	36.8	53.1	8.2	1.4	.6
Executive branch, Federal Govt.	1,504	439	755	275	29	6	100.0	29.2	50.2	18.3	1.9	.4
Congress	1,504	352	883	223	39	7	100.0	23.4	58.7	14.8	2.6	.5
Medicine	1,504	809	587	86	14	8	100.0	53.8	39.0	5.7	.9	.5
Press	1,504	346	911	220	23	4	100.0	23.0	60.6	14.6	1.5	.3
1974												
Major companies	1,484	465	750	215	53	1	100.0	31.3	50.5	14.5	3.6	.1
Education	1,484	727	612	121	20	4	100.0	49.0	41.2	8.2	1.3	.3
Executive branch, Federal Govt.	1,484	202	630	618	32	2	100.0	13.6	42.5	41.6	2.2	.1
Congress	1,484	253	874	309	45	3	100.0	17.0	58.9	20.8	3.0	.2
Medicine	1,484	895	499	66	22	2	100.0	60.3	33.6	4.4	1.5	.1
Press	1,484	383	821	259	18	3	100.0	25.8	55.3	17.4	1.2	.2
1975												
Major companies	1,490	286	801	314	82	7	100.0	19.2	53.8	21.1	5.5	.5
Education	1,490	460	812	190	26	2	100.0	30.9	54.5	12.8	1.7	.1
Executive branch, Federal Govt.	1,490	198	813	439	38	2	100.0	13.3	54.6	29.5	2.6	.1
Congress	1,490	198	872	374	43	3	100.0	13.3	58.5	25.1	2.9	.2
Medicine	1,490	751	597	117	22	3	100.0	50.4	40.1	7.9	1.5	.2
Press	1,490	354	823	265	42	6	100.0	23.8	55.2	17.8	2.8	.4
1976												
Major companies	1,499	328	764	324	75	8	100.0	21.9	51.0	21.6	5.0	.5
Education	1,499	558	672	229	30	10	100.0	37.2	44.8	15.3	2.0	.7
Executive branch, Federal Govt.	1,499	201	874	374	45	5	100.0	13.4	58.3	25.0	3.0	.3
Congress	1,499	205	869	381	39	5	100.0	13.7	58.0	25.4	2.6	.3
Medicine	1,499	807	527	138	20	7	100.0	53.8	35.2	9.2	1.3	.5
Press	1,499	424	776	263	27	9	100.0	28.3	51.8	17.6	1.8	.6

SOURCE: National Opinion Research Center, University of Chicago, 6030 South Ellis Avenue, Chicago, Illinois 60637, General Social Survey.

Table 1.15.--Major problems with which public schools must deal: 1970 to 1976

Possible problems	Percent of respondents citing problem				
	1970	1972	1974	1975	1976
Lack of discipline	18	23	23	23	22
Integration/segregation/busing	17	18	16	15	15
Lack of proper financial support	17	19	13	14	14
Poor curriculum	6	5	3	5	14
Difficulty of geeting "good" teachers	12	14	11	11	11
Use of drugs	11	4	13	9	11
Size of school/classes		10	6	10	5
Parents' lack of interest	3	6	6	2	5
School board policies	2		4	1	3
Pupils' lack of interest	(1)		2	3	3
Lack of proper facilities	11	5	3	3	2
Crime/vandalism/stealing				4	2
There are no problems	5	2	3	5	3
Miscellaneous	3	9	4	12	8
Don't know/no answer	18	12	17	10	12

1/Less than 1%.

NOTE.--Totals add to more than 100% because of multiple answers.

SOURCE: Phi Delta Kappa, Inc., "*Annual Gallup Poll of the Public's Attitudes Toward the Public Schools*," Phi Delta Kappan, October editions.

Table 1.16.--Ways to improve the quality of public school education: 1976

Possible improvements	Percent of adults citing improvement		
	No children in schools	Children in public schools	Children in parochial schools
Devote more attention to teaching of basic skills	47	55	60
Emphasize career education and development of salable skills	39	36	37
Enforce stricter discipline	47	52	64
Raise academic standards	28	23	38

SOURCE: Phi Delta Kappa, Inc., "Annual Gallup Poll of the Publics Attitudes Toward the Public Schools," *Phi Delta Kappan*, October 1976.

Table 1.17.—Public opinion on spending levels for domestic programs: 1976

	Number responding				Percent of those responding			
	Total	"Too much"	"About right"	"Too little"	Total	"Too much"	"About right"	"Too little"
"I'd like you to tell me whether you think we're spending too much money, too little money, or about the right amount to:								
Improve the Nation's								
Health	**1,441**	74	465	902	**100.0**	5.1	32.3	62.6
Education	**1,449**	141	557	751	**100.0**	9.7	38.4	51.8
Welfare	**1,429**	895	335	199	**100.0**	62.6	23.4	13.9
Defense	**1,395**	407	628	360	**100.0**	29.2	45.0	25.8
Natural environment	**1,425**	139	468	818	**100.0**	9.8	32.8	57.4
Cities	**1,318**	291	391	636	**100.0**	22.1	29.7	48.2
Halt the Nation's crime rate	**1,413**	118	316	979	**100.0**	8.4	22.4	69.3

SOURCE: National Opinion Research Center, University of Chicago, 6030 South Ellis Avenue, Chicago, Illinois 60637, *General Social Survey, 1976.*

Table 1.18.—Public opinion on spending levels for education: 1973 to 1976

Question and possible responses	Number				Percentage distribution			
	1973	1974	1975	1976	1973	1974	1975	1976
"I'd like you to tell me whether you think we're spending too much money on [this problem], too little money, or about the right amount:								
Improving the nation's educational system"								
Total	**1,504**	**1,484**	**1,490**	**1,499**	**100.0**	**100.0**	**100.0**	**100.0**
Too little money	734	747	728	751	48.8	50.3	48.9	50.1
About the right amount	565	545	525	557	37.6	36.7	35.2	37.2
Too much money	135	126	167	141	9.0	8.5	11.2	9.4
Don't know	65	56	67	46	4.3	3.8	4.5	3.1
No answer	5	10	3	4	.3	.7	.2	.3

SOURCE: National Opinion Research Center, University of Chicago, 6030 South Ellis Avenue, Chicago, Illinois, 60637, *General Social Survey.*

Table 1.19.--Public opinion on declining test scores: 1976

Question and responses	Respondent Groups				
	National total		Regions		
			East	Midwest	South	West
"Do you believe that a decline in national test scores of students in recent years means that the quality of education today is declining?"	(Percentage distribution)				
Total responses	**100.0**		**100.0**	**100.0**	**100.0**	**100.0**
Yes, is declining	59		62	56	56	66
No, is not	31		26	38	31	27
Don't know/no answer	10		12	6	13	7

	National total		Percent of public school parents 1/		Percent of a nonpublic school parents 1/
"Tell me which reasons you think are most responsible for this decline."					
Less parent attention, concern, and supervision of the child	65		65		72
Students aren't as motivated to do well	52		57		53
Too much television viewing	49		51		51
Society is becoming too permissive	49		49		61
Teachers are giving less attention to students	39		41		32
It's easier to get into college now	16		10		14
Schools are expanding the number of courses offered	10		8		4
The tests are not reliable	16		16		16

1/ Categories not mutually exclusive. Approximately 3 percent of parents have children attending more than one kind of school.

SOURCE: Phi Delta Kappa, Inc., "Eighth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," *Phi Delta Kappan*, October, 1976.

Table 1.20.--Public opinions on requiring a nationwide test for high school graduation: 1976

Question and responses	1958 Total	1976 Total	Education level of 1976 respondents		
			Grade school	High school	College
	(Percentage distribution)				
Total responses	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
In favor of such a test	50	**65**	76	69	53
Opposed	39	**31**	18	27	44
No opinion	11	**4**	6	4	3

SOURCE: Phi Delta Kappa, Inc., "Eighth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," *Phi Delta Kappan*, October 1976.

Table 2.01.--Participation in public elementary and secondary schools: Selected years, 1870 to 1976

Participation indexes	School year ending													
	1870	1880	1890	1900	1910	1920	1930	1940	1950	1960	1970	1972	1974	1976[1]
Average length of school term (days)	132.2	130.3	134.7	144.3	157.5	161.9	172.7	175.0	177.9	178.0	178.9	179.3	178.7	–
Percent of population 5-17 years enrolled	57.0	65.5	68.6	71.9	74.2	78.3	81.7	84.4	83.2	82.2	86.9	88.1	88.2	89.2
Percent of enrolled students attending daily	59.3	62.3	64.1	68.6	72.1	74.8	82.8	86.7	88.7	90.0	91.9	91.7	91.3	92.3
Average attendance as percent of population 5-17	33.8	40.8	44.0	49.3	53.5	58.6	67.7	73.2	73.8	74.0	79.9	80.8	80.5	82.3

[1] Estimate based on 1975 fall enrollment.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of State School Systems, 1973-74* and *Statistics of Public Elementary and Secondary Day Schools, Fall 1975.*

Table 2.02.--Preprimary enrollment of 3- to 5-year-olds, by race: 1968 to 1975

Year (fall)	Population (thousands)		Number enrolled (thousands)			Percent of 3- to 5-year-old population enrolled		
	White	Non-White	Total	White	Non-White	Total	White	Non-White
1964	10,608	1,888	**3,187**	2,747	440	**25.5**	25.9	23.3
1966	10,514	1,970	**3,674**	3,142	532	**29.4**	29.9	27.0
1968	9,968	1,937	**3,928**	3,310	618	**33.0**	33.2	31.9
1970	9,098	1,851	**4,104**	3,443	661	**37.5**	37.8	35.7
1972	8,560	1,606	**4,231**	3,542	689	**41.6**	41.4	42.9
1974	8,667	1,726	**4,699**	3,941	759	**45.2**	45.5	44.0
1975	8,441	1,744	**4,955**	4,106	849	**48.7**	48.6	48.7

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Preprimary Enrollment.*

Table 2.03.--Preprimary enrollment of children 3 to 5 years old, by control: October 1975

	All Preprimary			Prekindergarten			Kindergarten		
	Total	Public	Nonpublic	Total	Public	Nonpublic	Total	Public	Nonpublic
				(Number in thousands)					
Total	**4955**	**3253**	**1703**	1745	570	1174	3211	2683	528
White	4106	2598	1508	1429	389	1040	2677	2209	469
Nonwhite	849	655	194	316	181	135	533	473	60
Percentage Distribution									
Total	**100.0**	**65.7**	**34.4**	100.0	32.7	67.3	100.0	83.6	16.4
White	100.0	63.3	36.7	100.0	27.2	72.8	100.0	82.5	17.5
Nonwhite	100.0	77.1	22.9	100.0	57.3	42.7	100.0	88.7	11.3

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Preprimary Enrollment*, October 1975.

Table 2.07.—Number of public elementary and secondary students and instructional staff: 1920 to 1974

	Number, in thousands, for school year ending							
	1920	1930	1940	1950	1960	1970	1972	1974
Elementary enrollment[1]	19,378	21,279	18,833	19,387	27,602	32,597	32,265	31,333
Secondary enrollment[2]	2,200	4,399	6,601	5,725	8,485	13,022	13,816	14,076
Elementary school teachers[1]	[3]557	[3]632	575	590	834	1,126	1,126	1,176
Secondary school teachers[2]	[3]100	[3]210	300	324	521	897	934	980
Principals	14	31	32	39	64	91	97	100
Supervisors	7	7	5	9	14	32	37	38

[1] Grades 1 to 8 and nursery and kindergarten.
[2] Grades 9 to 12 and postgraduate.
[3] Estimated.

NOTE.—Beginning in 1960 data include Alaska and Hawaii.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Biennial Survey of Education Statistics, Digest of Educational Statistics*, and unpublished data.

Table 2.08.—Full-time employment in education, by occupation and sex: 1974

Number of full-time staff	Principals	Assistant principals	Elementary school teachers	Secondary school teachers	Guidance counselors/ psychologists	Librarians/ audio-visual personnel	Teachers aides	Clerical/ secretarial personnel
Total full-time staff	**70,455**	**37,006**	**986,955**	**885,278**	**70,999**	**52,033**	**205,577**	**215,056**
Male staff								
Number	61,535	29,805	165,303	480,621	35,858	6,623	9,567	5,236
Percent of occupational group	87.3	80.5	16.7	54.3	50.5	12.7	4.6	2.4
Female staff								
Number	8,920	7,201	821,652	404,657	35,141	45,410	196,010	209,820
Percent of occupational group	12.7	19.5	83.3	45.7	49.5	87.3	95.4	97.6

SOURCE: Equal Employment Opportunity Commission, unpublished data.

Table 2.09.— Supply and demand for beginning teachers: 1969 to 1977

School year ending	Supply of beginning teachers	Demand for beginning teachers
1969	264,000	197,000
1970	284,000	167,000
1971	314,000	140,000
1972	317,000	175,000
1973	322,000	168,000
1974	305,000	151,000
1975	259,000	176,000
	Projected	
1976	227,000	144,000
1977	199,000	126,000

NOTE.— These estimates of supply and demand were calculated in the Population Surveys and Studies Branch, Division of Multilevel Studies, NCES.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Education Statistics to 1984-85* and *National Survey of Preservice Preparation of Teachers*, unpublished data.

Table 2.10.—Supply of beginning teachers, by selected area: 1972-73 to 1975-76

[Index: 1972-73 = 100]

Selected area, bachelor's degree	1972-73		1973-74		1974-75		1975-76	
	Number of graduates	Index	Number of graduates	Index	Number of graduates	Index	Number of graduates	Index
All bachelor.s	322,000	100	305,000	94.6	259,000	80.3	227,000	70.2
Special education [bachelor's]	21,000	100	23,000	109.9	24,000	111.0	25,000	117.4
Occupational/vocational [bachelor's][1/]	15,000	100	13,000	84.0	12,000	78.0	10,000	65.3
General elementary [bachelor's]	121,000	100	116,000	96.2	94,000	78.2	87,000	71.7
General secondary [bachelor's]]	138,000	100	126,000	91.2	104,000	74.8	80,000	57.7

1/ This figure represents bachelor's degree recipients with certification in occupational/vocational education only and does not include nondegree teachers available for teaching in occupational/vocational education.

NOTE.—Figures for 1972-73 through 1974-75 are weighted national estimates based on a probability sample of 240 teacher preparation programs. Figures for 1975-1976 are weighted national estimates based on a probability sample of 3,600 persons in their final year of teacher preparation.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, "National Survey of the Preservice Preparation of Teachers," unpublished data.

Table 2.11.--Competency-based teacher education programs, by stage of development: Spring 1975

Stage of development	Number of programs	Percent of programs
Statement of competencies or learning objectives has been adopted	1,365	47
Statement of competencies or learning objectives exists, no formal approval	298	10
Statement of competencies or learning objectives is under development	842	29
No formal statement of learning objectives or competencies	388	14

NOTE.--Based on a probability sample of individual teacher preparation programs within institutions (e.g. elementary, secondary, special education, etc.).

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, "National Survey of the Preservice Preparation of Teachers," unpublished data.

Table 2.12.--Racial composition of elementary and secondary teachers, 1974, and teacher education students, 1976

Student and staff status	Total	White	Black	Hispanic origin	Asian	Indian	Other
Staff in 1974							
Total	**1,995,057**	**1,754,101**	**199,303**	**27,056**	**8,467**	**3,534**	**2,596**
Percentage distribution	**100.0**	87.9	10.0	1.4	0.4	0.2	0.1
Elementary teachers	**986,955**	854,278	110,871	13,774	4,922	1,858	1,252
Secondary teachers	**885,278**	795,986	72,279	11,268	3,007	1,519	1,219
Other teachers	**122,824**	103,837	16,153	2,014	538	157	125
Teacher education students in 1976							
Total		[1]**366,900**	**30,715**	**7,600**	**3,600**	**1,900**	
Percentage distribution	**100.0**	89.3	7.5	1.8	0.9	0.5	

[1] Includes other.

SOURCES: Equal Employment Opportunity Commission, unpublished data, and U.S. Department of Health, Education, and Welfare, "National Survey of Preservice Preparation of Teachers," unpublished data.

Table 2.13.--Number of school districts[1], by region: Fall 1966 to Fall 1975

Region	Number of school districts in school year beginning--									
	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975
United States	**23,464**	**22,010**	**20,440**	**19,169**	**17,995**	**17,289**	**16,960**	**16,730**	**16,561**	**16,376**
Northeast	3,667	3,523	3,522	3,395	3,382	3,271	3,257	3,231	3,261	3,265
Southeast	1,809	1,792	1,771	1,753	1,759	1,760	1,760	1,752	1,756	1,747
Central	11,935	10,861	9,657	8,658	7,622	7,144	6,884	6,750	6,615	6,529
West	6,053	5,834	5,490	5,363	5,232	5,114	5,059	4,997	4,929	4,835

[1] Includes operating and nonoperating districts.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of Public Elementary and Secondary Day Schools.*

Table 2.14.--Percentage distribution of local school districts, by enrollment size of district: Fall 1967 to Fall 1975

Enrollment Size	1967	1969	1971	1973	1975
Total operating systems	**20,255**	**18,655**	**16,771**	**16,338**	**16,006**
25,000 or more students	170	180	184	186	187
10,000 to 24,999 students	529	538	558	562	555
5,000 to 9,999 students	1,083	1,097	1,110	1,146	1,126
2,500 to 4,999 students	1,941	2,026	2,026	2,025	2,050
1,000 to 2,499 students	3,500	3,478	3,506	3,482	3,467
300 to 999 students	4,639	4,446	4,291	4,214	4,157
Less than 300 students	8,393	6,890	5,096	4,723	4,464
			Percentage distribution		
Total operating systems	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
25,000 or more students	0.8	1.0	1.1	1.1	1.2
10,000 to 24,999 students	2.6	2.9	3.3	3.4	3.5
5,000 to 9,999 students	5.4	5.9	6.6	7.0	7.0
2,500 to 4,999 students	9.6	10.9	12.1	12.4	12.8
1,000 to 2,499 students	17.3	18.6	20.9	21.3	21.7
300 to 999 students	23.0	23.8	25.6	25.8	26.0
Less than 300 students	41.4	36.9	30.4	28.9	27.9

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statistics of Public Elementary and Secondary Day Schools.*

Table 2.15.—Estimated expenditures of elementary and secondary schools, by source of funds: 1959-60 to 1976-77[1]

Source of funds by level and control	1959-60	1961-62	1963-64	1965-66	1967-68	1969-70	1971-72	1973-74	1975-76	1976-77
	Amount, in billions of current dollars									
Total, public and nonpublic	**$18.0**	**$21.4**	**$24.6**	**$30.0**	**$37.3**	**$45.7**	**$54.0**	**$64.1**	**$75.3**	**$81.9**
Federal	**.7**	**.9**	**1.1**	**2.1**	**3.0**	**3.4**	**4.6**	**5.1**	**6.4**	**6.4**
State	**5.6**	**6.7**	**8.0**	**9.6**	**12.1**	**15.8**	**18.0**	**23.5**	**28.3**	**31.0**
Local	**9.5**	**11.0**	**12.4**	**14.7**	**18.0**	**21.7**	**25.6**	**28.4**	**32.5**	**35.4**
All other	**2.2**	**2.8**	**3.1**	**3.6**	**4.2**	**4.8**	**5.8**	**7.1**	**8.1**	**9.1**
Total, public[2]	15.9	18.7	21.6	26.5	33.2	41.0	48.3	57.1	67.3	72.9
Federal	.7	.9	1.1	2.1	3.0	3.4	4.6	5.1	6.4	6.4
State	5.6	6.7	8.0	9.6	12.1	15.8	18.0	23.5	28.3	31.0
Local	9.5	11.0	12.4	14.7	18.0	21.7	25.6	28.4	32.5	35.4
All other	.2	.1	.1	.1	.1	.1	.1	.1	.1	.1
Total, nonpublic	2.1	2.7	3.0	3.5	4.1	4.7	5.7	7.0	8.0	9.0
Federal	---	---	---	---	---	---	---	---	---	---
State	---	---	---	---	---	---	---	---	---	---
Local	---	---	---	---	---	---	---	---	---	---
All other	2.1	2.7	3.0	3.5	4.1	4.7	5.7	7.0	8.0	9.0
	Percentage Distribution									
Total, public and nonpublic	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Federal	**3.9**	**4.2**	**4.4**	**7.0**	**8.0**	**7.4**	**8.5**	**7.7**	**8.5**	**7.8**
State	**31.1**	**31.3**	**32.3**	**32.0**	**32.4**	**34.6**	**33.3**	**36.7**	**37.6**	**37.9**
Local	**52.8**	**51.4**	**50.0**	**49.0**	**48.3**	**47.5**	**47.4**	**44.3**	**43.2**	**43.2**
All other	**12.2**	**13.1**	**13.3**	**12.0**	**11.3**	**10.5**	**10.8**	**11.1**	**10.7**	**11.1**
Total, public	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Federal	4.6	5.1	5.0	8.0	9.0	8.2	9.5	8.9	9.5	8.8
State	35.4	35.9	37.2	36.3	36.5	38.6	37.2	41.2	42.1	42.5
Local	59.6	58.6	57.4	55.3	54.2	52.9	53.1	49.7	48.2	48.6
All other	.4	.4	.4	.4	.3	.3	.2	.2	.2	.1
Total, nonpublic	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Federal	---	---	---	---	---	---	---	---	---	---
State	---	---	---	---	---	---	---	---	---	---
Local	---	---	---	---	---	---	---	---	---	---
All other	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

[1] In addition to regular schools these figures include "other" elementary and secondary schools such as residential schools for exceptional children, Federal schools for Indians, and federally operated elementary and secondary schools on military posts. The annual expenditures of "other" elementary and secondary schools were estimated as follows: Public, $200 million annually, 1956-66 to 1976-77, nonpublic, $100 million annually, 1965-66 to 1976-77.

[2] Total expenditures distributed according to the trend of receipts shown in source (appendix B, table B-11).

NOTE: Data are for 50 States and the District of Columbia for all years.

SOURCE: Data for the table above were based on (1) statistics shown in U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, publications: (a) *Statistics of State School Systems*, biennially, 1965-66 through 1973-74, (b) *Statistics of Public Schools*, annually, fall 1972 through fall 1975, (c) *Financial Statistics of Higher Education*, annually, 1965-66 through 1974-75; and (2) unpublished data in the National Center for Education Statistics and the National Education Association.

Table 2.16.—Expenditures of public and nonpublic elementary and secondary schools: 1964-65 to 1979-80

Year and control	Expenditures[1] in billions of current dollars				Expenditures[1] in billions in constant (1975-76) dollars			
	Total	Current expenditures	Capital outlay	Interest	Total	Current expenditures	Capital outlay	Interest
1964-65:								
Total	$26.7	$21.6	$4.2	$0.9	$49.3	$38.6	$9.1	$1.6
Public	23.6	19.1	3.7	.8	43.5	34.1	8.0	1.4
Nonpublic	3.1	2.5	0.5	.1	5.8	4.5	1.1	0.2
1965-66:								
Total	29.7	24.5	4.3	.9	53.1	42.5	9.0	1.6
Public	26.3	21.7	3.8	.8	47.0	37.6	8.0	1.4
Nonpublic	3.4	2.8	.5	.1	6.1	4.9	1.0	.2
1966-67:								
Total	31.8	26.3	4.5	1.0	56.5	45.6	9.1	1.8
Public	28.3	23.4	4.0	.9	50.2	40.5	8.1	1.6
Nonpublic	3.5	2.9	.5	.1	6.3	5.1	1.0	.2
1967-68:								
Total	37.0	31.1	4.8	1.1	61.6	50.6	9.2	1.8
Public	33.0	27.7	4.3	1.0	54.9	45.1	8.2	1.6
Nonpublic	4.0	3.4	.5	.1	6.7	5.5	1.0	.2
1968-69:								
Total	39.6	33.3	5.2	1.1	62.2	51.2	9.2	1.8
Public	35.5	29.8	4.7	1.0	55.7	45.9	8.2	1.6
Nonpublic	4.1	3.5	.5	.1	6.5	5.3	1.0	.2
1969-70:								
Total	45.4	38.9	5.2	1.3	68.1	57.6	8.6	1.9
Public	40.8	34.9	4.7	1.2	61.1	51.7	7.7	1.7
Nonpublic	4.6	4.0	.5	.1	7.0	5.9	0.9	.2
1970-71:								
Total	49.3	42.2	5.7	1.4	68.5	58.4	8.1	2.0
Public	44.3	37.9	5.1	1.3	61.6	52.5	7.3	1.8
Nonpublic	5.0	4.3	.6	.1	6.9	5.9	.8	.2
1971-72:								
Total	53.7	47.1	5.0	1.6	73.8	64.9	6.8	2.1
Public	48.1	42.2	4.5	1.4	66.1	58.1	6.1	1.9
Nonpublic	5.6	4.9	.5	.2	7.7	6.8	.7	.2
1972-73:								
Total	58.0	51.6	4.6	1.8	75.7	67.8	5.7	2.2
Public	51.9	46.2	4.1	1.6	67.6	60.5	5.1	2.0
Nonpublic	6.1	5.4	.5	.2	8.1	7.3	.6	.2
1973-74:								
Total	63.8	56.3	5.6	1.9	74.6	66.0	6.4	2.2
Public	56.9	50.2	5.0	1.7	66.6	58.9	5.7	2.0
Nonpublic	6.9	6.1	.6	.2	8.0	7.1	.7	.2

Table 2.16.—Expenditures of public and nonpublic elementary and secondary schools: 1964-65 to 1979-80 – Continued

Year and control	Expenditures[1] in billions of current dollars				Expenditures[1] in billions in constant (1975-76) dollars			
	Total	Current expenditures	Capital outlay	Interest	Total	Current expenditures	Capital outlay	Interest
1974-75:								
Total	68.4	60.1	6.4	1.9	73.5	64.5	6.9	2.1
Public	61.1	53.7	5.7	1.7	65.7	57.6	6.2	1.9
Nonpublic	7.3	6.4	.7	.2	7.8	6.9	.7	.2
1975-76:								
Total	75.0	66.1	6.7	2.2	75.0	66.1	6.7	2.2
Public	67.1	59.1	6.0	2.0	67.1	59.1	6.0	2.0
Nonpublic	7.9	7.0	.7	.2	7.9	7.0	.7	.2
	Projected							
1976-77:								
Total	81.6	72.1	7.1	2.4	77.1	68.5	6.4	2.2
Public	72.7	64.3	6.3	2.1	68.8	61.1	5.7	2.0
Nonpublic	8.9	7.8	.8	.3	8.3	7.4	.7	.2
1977-78:								
Total					79.5	70.9	6.2	2.4
Public					70.7	63.1	5.5	2.1
Nonpublic					8.8	7.8	.7	.3
1978-79:								
Total					81.4	72.9	6.0	2.5
Public					72.2	64.7	5.3	2.2
Nonpublic					9.2	8.2	.7	.3
1979-80:								
Total					83.2	74.8	5.8	2.6
Public					73.6	66.2	5.1	2.3
Nonpublic					9.6	8.6	.7	.3

[1] Nonpublic school expenditures estimated on the basis of expenditures per teacher in public schools.

NOTE.—Data are for 50 States and District of Columbia.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Education Statistics to 1985-86*, 1976 edition.

Table 2.17.—Current expenditures per pupil for public elementary and secondary education: 1955-56 to 1979-80

Year	Expenditures per pupil in average daily attendance	
	Current dollars	Constant (1975-76) dollars
1955-56	$ 294.22	$ 607
1957-58	341.14	662
1959-60	375.14	708
1961-62	418.50	772
1963-64	460.24	827
1965-66	537.35	933
1967-68	658.26	1,073
1969-70	815.98	1,198
1971-72	989.67	1,334
1973-74	1,147.00	1,364
1975-76	1,388.00	1,388
PROJECTED		
1977-78	----	1,525
1979-80	----	1,665

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Education Statistics.*

Table 2.18—Number of high school graduates compared with population 17 years old: 1900-01 to 1974-75

School year ending	Total		Male		Female	
	Graduates (thousands)	Percent of 17-year-olds[1]	Graduates (thousands)	Percent of 17-year-olds[1]	Graduates (thousands)	Percent of 17-year-olds[1]
1901	97	6.3	37	4.9	60	7.8
1903	105	6.6	41	5.2	64	8.0
1905	119	7.2	47	5.7	72	8.7
1907	127	7.4	51	6.0	76	8.8
1909	141	8.0	57	6.4	84	9.4
1911	168	9.2	69	7.6	99	10.8
1913	200	10.8	82	8.9	117	12.6
1915	240	12.8	99	10.7	140	14.9
1917	272	14.5	110	11.8	162	17.2
1919	298	16.0	118	12.8	180	19.2
1921	334	17.1	137	14.1	198	20.2
1923	425	20.8	181	17.7	244	23.7
1925	528	24.4	230	21.5	298	27.4
1927	579	25.8	256	22.9	323	28.6
1929	632	27.5	283	24.7	348	30.3
1931	747	32.1	337	29.0	409	35.1
1933	871	37.3	403	34.6	468	40.1
1935	965	41.1	459	39.1	506	42.9
1937	1,068	44.2	505	41.9	563	46.4
1939	1,174	47.3	551	44.3	623	50.2
1940	1,221	50.8	579	46.2	643	51.8
1942	1,242	51.2	577	47.6	666	55.1
1944	1,019	42.3	424	35.6	595	49.9
1946	1,080	47.9	467	41.3	613	53.4
1948	1,181	54.0	563	49.5	627	56.4
1950	1,199	59.0	571	54.2	629	60.6
1952	1,196	58.0	569	52.1	627	58.5
1954	1,276	60.0	612	57.0	664	62.3
1955	1,351	60.4	648	57.5	703	63.4
1957	1,446	63.0	696	60.2	750	65.8
1959	1,639	63.4	790	60.4	849	66.3
1961	1,971	70.8	958	68.2	1,013	73.6
1963	1,950	71.5	959	69.4	991	73.6
1965	2,665	76.3	1,314	74.1	1,351	78.6
1967	2,679	76.5	1,332	74.8	1,348	78.2
1969	2,829	75.7	1,402	73.7	1,427	77.7
1971	2,943	74.7	1,456	72.7	1,487	76.7
1973	3,039	74.8	1,501	72.7	1,538	77.1
1975	3,140	74.4	1,541	71.7	1,599	77.1

[1] Population as of July 1, including Armed Forces overseas.

SOURCE: Compiled from U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Biennial Survey of Education in the United States* and *Projections of Education Statistics*, and U.S. Department of Commerce, Bureau of the Census, *Current Population Studies*, Series P-25, Numbers 311 and 519.

Table 2.19.--Performance-based education programs in States, by program status and characteristics: 1976[1]

Performance-based education (PBE) programs	Number of States responding			
Program type	No plans	Planning	Developing	Implementing
Basic skills	22	23	1	5
Life skills	27	18	2	4

Program characteristics	States with PBE activities		
	Included in program	Not included	No response
New promotion or graduation standards that are performance based	25	2	2
New proficiency tests for high school graduation	22	5	2
Provisions for "early exit" from high school	20	7	2
New or revised program and/or courses	24	3	2
Multiple opportunities to pass a required test of competence	24	3	2
Out-of-school learning opportunities	22	5	2
Local options in determining performance standards or criteria	22	4	3
Production and use of research information to assist in performance-based education decisions	21	6	2

[1] District of Columbia is included separately in the data.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Statewide Developments in Performance-Based Education*, 1976.

Table 3.02.—Enrollment in noncollegiate postsecondary schools offering occupational programs, by attendance status, control, and type of school: United States,[1] 1975-76

Type of school	Enrollment		Attendance status		Control	
	Total	Percent Female	Full-time	Part-time	Public	Private[2]
Total	**17,329,000**	**51.2**	**985,100**	**747,900**	**435,600**	**1,297,300**
Vocational-technical	**462,700**	46.8	327,100	135,600	339,200	123,500
Technical institute	**91,000**	21.2	66,800	24,200	40,300	50,700
Business/office	**325,800**	61.5	253,700	72,100	900	324,900
Cosmetology/barber	**132,000**	84.4	110,900	21,100	900	131,100
Flight	**71,500**	6.7	12,700	58,800	5,400	66,100
Trade	**152,500**	28.6	116,700	35,900	31,000	121,500
Correspondence	**388,500**	—	—	388,500	—	388,500
Hospital	**71,100**	91.9	70,200	900	9,800	61,300
Other	**37,800**	66.5	27,000	10,800	8,100	29,700

[1] Data include Puerto Rico as well as the 50 states and D.C.

[2] Includes proprietary schools (operated for profit), independent (nonprofit) schools and schools operated by religious groups.

NOTE: Data rounded to nearest hundred; because of rounding, details may not add to totals.

SOURCE: U.S. Department of Health, Education and Welfare, National Center for Education Statistics, *Directory of Postsecondary Schools with Occupational Programs, 1975-76*, preliminary data and unpublished data.

Table 3.03.—Total enrollment[1] in institutions of higher education by type: 1960 to 1985

Year (fall)	Total enrollment	4-year institutions	2-year institutions
	(In thousands)		
1960	3,789	3,171	617
1961	4,047	3,381	666
1962	4,404	3,630	774
1963	4,766	3,922	845
1964	5,280	4,291	989
1965	5,921	4,748	1,173
1966	6,390	5,064	1,326
1967	6,911	5,398	1,513
1968	7,513	5,721	1,792
1969	8,005	6,028	1,977
1970	8,581	6,358	2,223
1971	8,949	6,463	2,486
1972	9,215	6,549	2,666
1973	9,602	6,680	2,922
1974	10,224	6,912	3,312
1975	11,185	7,314	3,871
	PROJECTED		
1976	11,693	7,516	4,177
1977	12,146	7,682	4,464
1978	12,572	7,825	4,747
1979	12,928	7,925	5,003
1880	13,214	7,989	5,225
1881	13,477	8,033	5,444
1882	13,629	8,029	5,600
1883	13,643	7,943	5,700
1884	13,524	7,792	5,732
1985	13,360	7,623	5,737

[1] Includes degree and non-degree-credit enrollments.

NOTE.—Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Educational Statistics to 1979-80*, and *Projections of Education Statistics to 1985-86*.

Table 3.04.—Estimated full-time and part-time resident instructional staff in institutions of higher education, by academic rank: United States, Fall 1960 to Fall 1976

Fall of year	Total resident instructional staff	Instructor or above			Junior instructional staff		
		Total	Full-time	Part-time	Total	Full-time	Part-time
				(In thousands)			
1960	276	236	154	82	40	8	32
1961	292	248	162	86	44	9	35
1962	312	265	173	92	47	10	37
1963	331	281	184	97	50	10	40
1964	367	307	212	95	60	12	48
1965	412	340	248	92	72	14	58
1966	445	362	278	84	83	16	67
1967	484	390	299	91	94	13	81
1968	523	428	332	96	95	15	80
1969	546	450	350	100	97	15	82
1970	573	474	369	104	101	14	87
1971	590	492	379	113	97	10	88
1972	590	500	380	120	90	6	84
1973	599	509	386	123	90	7	83
1974	622	529	400	129	93	7	86
1975	670	572	430	142	98	7	91
1976	687	586	441	145	101	7	94

NOTE.—Details may not add to totals because of rounding.

SOURCES: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Numbers and Characteristics of Employees in Institutions of Higher Education*, Fall 1966 and 1967; *Teaching and Research Staff by Academic Field, Fall 1968; Numbers of Employees in Institutions of Higher Education, Fall 1972*; and unpublished data.

Table 3.05.—Participants[1] in adult education, by age and race: Selected years ending in May 1969, May 1972, and May 1975

Population Characteristics	Year ending								
	May 1969			May 1972			May 1975		
	Number of population	Number of participants	Percent of population participating	Number of population	Number of participants	Percent of population participating	Number of population	Number of participants	Percent of population participating
	(Numbers in thousands)								
Total adults (17 years and over)									
All races	**130,251**	**13,041**	**10.0**	**138,865**	**15,734**	**11.3**	**146,602**	**17,059**	**11.6**
White	**116,410**	**11,928**	**10.2**	**123,639**	**14,518**	**11.7**	**129,592**	**15,739**	**12.1**
Black	**12,595**	**982**	**7.8**	**13,752**	**1,011**	**7.4**	**14,856**	**1,031**	**6.9**
Other	**1,247**	**131**	**10.5**	**1,474**	**205**	**13.9**	**2,153**	**289**	**13.4**
Total 17-34 years									
All races	48,270	6,956	14.4	54,424	8,644	15.9	60,038	9,604	16.0
White	42,349	6,327	14.9	47,670	7,920	16.6	52,127	8,749	16.8
Black	5,413	555	10.3	6,113	629	10.3	6,830	685	10.0
Other	508	75	14.8	640	95	14.8	1,079	169	15.7
Total 35-54 years									
All races	45,484	5,037	11.0	45,715	5,727	12.5	45,871	5,829	12.7
White	40,680	4,604	11.3	40,719	5,338	13.1	40,572	5,435	13.4
Black	4,319	380	8.8	4,447	295	6.6	4,608	295	6.4
Other	483	53	11.0	549	94	17.1	691	100	14.5
Total 55 years and over									
All races	36,498	1,048	2.9	38,726	1,363	3.5	40,693	1,627	4.0
White	33,380	997	3.0	35,248	1,260	3.6	36,892	1,556	4.2
Black	2,863	47	1.6	3,192	87	2.7	3,418	51	1.5
Other	256	4	1.6	286	16	5.6	383	20	5.2

[1] Participants are defined as adults taking courses who are not full time students.

NOTE.—Details may not add to totals because of rounding.

SOURCE: Department of Health, Education, and Welfare, National Center for Education Statistics, *Participation in Adult Education*, preliminary data.

Table 3.06.--Number of noncollegiate postsecondary schools offering occupational programs, by control and type of school: United States,[1] 1975-76

Type of schoool	All schools	Publicly controlled schools	Privately controlled schools[2]
Total	**8,356**	**964**	**7,392**
Vocational-technical	**1,887**	594	593
Technical institute	**210**	38	172
Business/office	**1,140**	1	1,139
Cosmetology/barber	**2,328**	21	2,307
Flight	**1,309**	44	1,265
Trade	**723**	30	693
Correspondence	**106**	0	106
Hospital	**1,112**	215	897
Other	**241**	21	220

1/ Data include Puerto Rico as well as the 50 States and D.C.

2/ Includes proprietary schools (operated for profit), independent (nonprofit) schools, and schools operated by religious groups.

SOURCE: U.S. Department of Health, Education and Welfare, National Center for Education Statistics, *Directory of Postsecondary Schools with Occupational Programs: 1975-76*, preliminary data.

Table 3.07.--Number and enrollment of institutions of higher education, by type and control: Fall 1975

Control of institution	All institutions		Universities		All other 4-year institutions		2-year institutions	
	Number	Enrollment	Number	Enrollment	Number	Enrollment	Number	Enrollment
All institutions	3,026	11,184,859	160	2,838,266	1,738	4,376,474	1,128	3,970,119
Public institutions	1,442	8,834,508	95	2,124,221	450	2,873,921	897	3,836,366
Private institutions	1,584	2,350,351	65	714,045	1,288	1,502,553	231	133,753

NOTE.--Two-year branches of universities and other 4-year institutions and the enrollment in those branches are included in the 2-year institutions columns.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, unpublished data derived from *Fall Enrollment in Higher Education, 1975*.

Table 3.08.—Estimated expenditures of institutions of higher education, by source of funds: 1959-60 to 1976-77

Source of funds by level and control	1959-60	1961-62	1963-64	1965-66	1967-68	1969-70	1971-72	1973-74	1975-76	1976-77
					Amount, in billions of current dollars					
Public and nonpublic, total	6.7	8.5	11.3	15.2	19.9	24.7	29.2	34.3	44.8	49.2
Federal	1.0	1.6	2.2	2.9	3.8	4.1	4.6	5.1	7.0	7.4
State	1.6	2.0	2.6	3.5	4.8	6.4	7.8	9.7	13.4	14.9
Local	.2	.2	.3	.4	.6	.9	1.1	1.4	1.8	2.0
All other	3.9	4.7	6.2	8.4	10.7	13.3	15.7	18.1	22.6	24.9
Public, total[1]	3.8	4.7	6.4	8.8	12.3	15.8	19.1	22.9	30.4	33.5
Federal	.5	.8	1.1	1.5	2.1	2.4	2.8	3.2	4.4	4.7
State	1.6	1.9	2.5	3.4	4.7	6.3	7.6	9.4	13.1	14.5
Local	.2	.2	.3	.4	.6	.8	1.0	1.3	1.7	1.9
All other	1.5	1.8	2.5	3.5	4.9	6.3	7.7	9.0	11.2	12.4
Nonpublic, total[1]	2.9	3.8	4.9	6.4	7.6	8.9	10.1	11.3	14.4	15.7
Federal	.5	.8	1.1	1.4	1.7	1.7	1.8	1.7	2.6	2.7
State	[2]	.1	.1	.1	.1	.1	.2	.3	.3	.4
Local	[2]	[2]	[2]	[2]	[2]	.1	.1	.1	.1	.1
All other	2.4	2.9	3.7	4.9	5.8	7.0	8.0	9.1	11.4	12.5
					Percentage distributions					
Public and nonpublic, total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Federal	14.9	18.8	19.5	19.1	19.1	16.6	15.7	14.9	15.6	15.0
State	23.9	23.5	23.0	23.0	24.1	25.9	26.7	28.3	29.9	30.3
Local	3.0	2.4	2.6	2.6	3.0	3.6	3.8	4.1	4.0	4.1
All other	58.2	55.3	54.9	55.3	53.8	53.9	53.8	52.7	50.5	50.6
Public, total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Federal	14.9	16.0	16.9	17.6	17.3	14.9	14.7	14.1	14.5	14.0
State	41.1	41.2	39.7	38.4	38.2	39.7	39.7	41.1	42.9	43.3
Local	4.6	4.2	4.3	4.1	4.6	5.1	5.4	5.5	5.6	5.8
All other	39.1	38.6	39.1	39.9	39.9	40.3	40.2	39.3	37.0	36.9
Nonpublic, total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Federal	17.0	20.5	23.1	22.1	22.1	18.8	18.3	17.1	17.8	17.0
State	1.5	1.5	1.3	1.5	1.3	1.6	2.0	2.5	2.2	2.3
Local	.2	.2	.2	.1	.3	.7	.5	.6	.7	.8
All other	81.3	77.8	75.4	76.3	76.3	78.9	79.2	79.8	79.3	79.9

[1] Total expenditures distributed according to the trend of receipts shown in source (appendix B).

[2] Less than $50 million.

NOTE.—Data are for 50 States and the District of Columbia for all years.
Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Educational Statistics to 1979-80*, and *Projections of Education Statistics to 1985-86*.

Table 3.09.--Expenditures from current funds by institutions of higher education: United States, 1965-66 to 1981-82

	School year ending								
	Actual						Projected[2]		
	1966	1968	1970	1972	1974	1976[1]	1978	1980	1982
	(Dollars, in billions)								
CURRENT DOLLARS									
Total current expenditures	**$11.9**	**$15.8**	**$20.3**	**$24.9**	**$29.9**	**$39.7**			
Education & general									
Student education[3]	6.4	9.0	12.4	15.5	19.2	25.6			
Research[4]	1.8	2.0	2.2	2.3	2.5	3.3			
Scholarships & fellowships[5]	.4	.7	1.0	1.2	1.4	1.8			
Public services[6]	.8	1.0	1.2	1.4	1.6	1.8			
Auxiliary enterprise[7]	2.1	2.6	2.8	3.2	3.6	4.4			
Hospitals & independent operations[8]	1.0	1.2	1.5	1.9	2.4	3.8			
Mandatory transfers[9]	.6	.7	.8	.6	.8	1.0			
1975-76 DOLLARS									
Total current expenditures	**$20.8**	**$25.8**	**$29.8**	**$33.6**	**$35.6**	**$39.7**	**$43.7**	**$47.8**	**$51.3**
Education & general									
Student education[3]	11.0	14.7	18.3	20.9	22.8	25.6	29.1	32.3	35.0
Research[4]	3.0	3.2	3.1	3.1	3.0	3.3	3.3	3.3	3.3
Scholarships & fellowships[5]	.8	1.1	1.5	1.6	1.7	1.8	2.0	2.2	2.3
Public services[6]	1.4	1.7	1.7	1.9	1.8	1.8	1.9	2.1	2.3
Auxiliary enterprise[7]	3.7	4.2	4.0	4.3	4.3	4.4	4.4	4.9	5.4
Hospitals & independent operations[8]	1.8	2.0	2.2	2.6	2.9	3.8	4.0	4.0	4.0
Mandatory transfers[9]	.9	1.1	1.0	.8	.9	1.0	1.0	1.0	1.0

1/ Estimated.

2/ Projected by applying Consumer Price Index estimates to the projected expenditures of current funds in constant dollars.

3/ Includes instruction, academic support, libraries, institutional support, student services and operation and maintenance of the plant. These are the items most nearly comparable to "Student education" expenditures reported prior to 1974-75.

4/ Includes all sponsored research and other separately budgeted research with the exception of federally funded research and development centers which are included under "independent operations".

5/ Moneys given in the form of outright grants and trainee stipends to individuals enrolled in formal coursework, either for credit or not. Includes aid in the form of tuition or fee remissions. Prior to 1974-75 this category was entitled "student aid" and was not an educational and general item.

6/ Includes all expenditures for public service, activities established primarily to provide noninstructional services beneficial to groups external to the institution such as seminars and projects provided to the community. Includes expenditures for cooperative extension services. Includes mandatory transfers from educational and general items. Public service appears to be somewhat comparable to expenditures previously grouped under "related activities".

7/ Includes residence halls, food services, college store, and intercollegiate athletics. Includes mandatory transfers from auxiliary enterprises.

8/ Includes expenditures for hospitals and for "independent operations" which are generally limited to expenditures of Federally Funded Research and Development Centers. Includes mandatory transfers from hospitals and independent operations.

9/ Mandatory transfers from current funds are those that must be made to fulfill a binding legal obligation of the institution. Includes debt service provisions relating to academic buildings, including amounts set aside for debt retirement and interest, and required provisions for renewal and replacements to the extent not financed from other sources.

NOTE.--Data are for 50 states and the District of Columbia for all years.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Financial Statistics of Institution of Higher Education*, and U.S. Department of Labor, Bureau of Labor Statistics, Consumer Price Index.

Table 3.10.—Education expenditures per student by institutions of higher education, by control: Selected years, 1965 to 1976

(Constant 1975-76 dollars)

Control of institution	School year ending						
	1965	1967	1969	1971	1973	1975	1976
All institutions	$2,321	$2,505	$2,821	$2,936	$2,794	$2,992	$3,017
Publicly controlled	2,073	2,274	2,563	2,679	2,545	2,728	2,790
Privately controlled	2,777	2,973	3,453	3,648	3,535	3,805	3,774

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Education Statistics to 1985-86*, and unpublished data.

Table 3.11.--Tuition and required fees per full-time undergraduate resident degree-credit student in institutions of higher education, by institutional level and control: 1964-65 to 1975-76

Year and control	Current dollars				1975-76 dollars			
	All	University	Other 4-year	2-year	All	University	Other 4-year	2-year
1964-65								
Public	$ 243	$ 298	$ 224	$ 99	$ 431	$ 529	$ 398	$ 176
Nonpublic	1,088	1,297	1,023	702	1,931	2,302	1,816	1,246
1965-66: [1]								
Public	257	327	240	109	446	568	417	189
Nonpublic	1,154	1,369	1,086	768	2,005	2,378	1,886	1,334
1966-67:								
Public	275	360	259	121	463	607	436	204
Nonpublic	1,233	1,456	1,162	845	2,078	2,453	1,958	1,424
1967-68: [1]								
Public	283	366	268	144	461	597	437	234
Nonpublic	1,297	1,534	1,236	893	2,115	2,501	2,016	1,456
1968-69:								
Public	295	377	281	170	459	586	437	264
Nonpublic	1,383	1,638	1,335	956	2,151	2,548	2,077	1,487
1969-70: [1]								
Public	323	427	306	178	475	627	450	262
Nonpublic	1,533	1,809	1,469	1,034	2,252	2,657	2,158	1,518
1970-71								
Public	352	478	332	186	491	668	463	260
Nonpublic	1,685	1,980	1,603	1,109	2,353	2,766	2,239	1,549
1971-72:								
Public	376	526	354	192	507	709	477	259
Nonpublic	1,820	2,133	1,721	1,172	2,453	2,875	2,320	1,580
1972-73: [1]								
Public	407	566	455	233	527	733	590	302
Nonpublic	1,898	2,226	1,846	1,221	2,459	2,884	2,392	1,582
1973-74:								
Public	438	581	463	274	521	691	551	326
Nonpublic	1,989	2,375	1,925	1,303	2,366	2,825	2,289	1,550
1974-75: [1]								
Public	470	597	473	316	503	639	507	338
Nonpublic	2,131	2,534	2,035	1,341	2,282	2,714	2,179	1,436
1975-76: [2]								
Public	513	656	526	353	513	656	526	353
Nonpublic	2,333	2,775	2,233	1,455	2,333	2,775	2,233	1,455

[1] Data for 1965-66, 1967-68, 1969-70, 1972-73, and 1974-75 estimated by applying the Consumer Price Index to constant dollar estimates. See constant-dollar index, appendix B, table B.9, in source.

[2] Estimated.

SOURCE: Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Education Statistics* to 1948-85, 1975 edition, and *Projections of Education Statistics* to 1985-86.

Table 3.12.--Mean charges, mean number of hours required to complete program, and percent completions in noncollegiate postsecondary schools[1] offering occupational programs, by control of school, for selected program offerings: 1975-76

Selected Program Offerings	Mean charges				Mean number of hours to complete program			Percent completions		
	Total	Public	Private		Total	Public	Private[2]	Total	Public	Private[2]
			Proprietary	Other						
Average, all programs	**$1,319**	**$ 342**	**$1,748**	**$1,106**	**1,100**	**1,499**	**947**	**57.7**	**49.6**	**62.1**
Agri-business										
Ornamental horticulture	422	422	—	—	1,622	1,622	—	44.5	44.5	—
Business/office										
Accounting and computing operations	1,489	303	1,705	603	1,169	1,411	1,132	54.7	45.6	58.2
Business data processing not elsewhere classified	1,242	392	2,234	—	1,122	1,376	839	53.6	39.0	66.8
Computer programmer	2,076	244	2,289	1,805	936	1,477	884	46.7	48.0	46.5
Stenographic, secretarial, and related occupations	1,533	264	1,689	1,210	1,199	1,308	1,187	53.8	44.0	56.4
Typing and related occupations	732	149	854	601	604	1,114	530	65.5	38.9	76.6
Health										
Medical assisting (physician's office)	1,143	271	1,437	—	701	1,125	559	70.1	75.3	69.1
Practical (vocational) nursing	453	416	1,110	544	1,608	1,563	1,809	73.1	72.7	76.4
Radiologic technology (x-ray)	387	235	3,392	409	3,916	3,837	3,942	53.6	60.2	50.0
Nursing assistant (aide)	227	115	377	—	314	435	159	77.0	68.6	85.6
Technical										
Commercial pilot training	2,796	1,191	2,919	—	118	76	122	66.9	79.3	66.5
Electronic technology	1,706	444	2,692	968	1,731	2,209	1,400	37.0	29.7	40.6
Trade/industrial										
Air conditioning installation and repair	731	250	1,607	499	1,240	1,551	750	48.5	35.9	67.4
Auto mechanic	578	370	1,877	898	1,595	1,723	1,120	44.7	39.8	54.9
Commercial art occupations	1,875	167	2,677	977	1,690	1,684	1,693	64.2	49.9	71.6
Cosmetology	647	267	676	750	1,383	1,470	1,376	58.5	43.9	59.3
Drafting occupations	1,148	296	1,888	1,207	1,399	1,854	1,080	37.6	35.1	42.6
Electronics occupations, not elsewhere classified	1,073	289	2,145	1,412	1,705	2,044	1,285	41.0	37.1	46.1
Radio and TV repair	893	406	1,612	—	1,489	1,987	763	45.0	32.9	65.7
Truck driving	799	148	989	—	284	829	132	91.0	68.0	92.2
Welding and cutting	842	233	1,795	954	964	1,255	545	58.5	46.8	73.7

[1] Data include Puerto Rico as well as the 50 states and D.C.

[2] Includes proprietary schools (operated for profit), independent (nonprofit) schools, and schools operated by religious groups.

NOTE.-- Excludes correspondence schools.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, unpublished data.

Table 3.14.—College graduation ratio, by sex: 1961-62 to 1979-80

School year ending	Population 22 years of age[1] (in thousands)			Bachelor's degrees conferred (in thousands)			Degree recipients as percent of population 22 years of age		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
1961-62	2,323	1,160	1,163	388	234	154	16.7	20.2	13.2
1963-64	2,618	1,312	1,307	466	270	197	17.8	20.6	15.1
1965-66	2,814	1,411	1,403	520	299	221	18.5	21.2	15.8
1967-68	2,747	1,378	1,369	632	357	275	23.1	25.9	20.1
1969-70	3,491	1,755	1,735	792	450	341	22.7	25.6	19.7
1971-72	2,485	1,748	1,737	887	501	387	25.5	28.7	22.3
1973-74	3,704	1,864	1,840	946	527	418	25.5	28.3	22.7
1975-76[2]	3,891	1,953	1,939	909	484	425	23.4	24.8	21.9
				PROJECTED					
1977-78	4,013	2,015	1,998	969	507	462	24.2	25.2	23.1
1979-80	4,166	2,092	2,074	1,005	520	485	24.4	24.9	23.4

[1] Total population, including armed forces overseas, for July 1 of the year of graduation. Population projections are Census Series II.

[2] Estimated.

SOURCES: U.S. Department of Commerce, Bureau of the Census, *Population Estimates and Projections*, Series P-25, Nos. 519, 614, 601; U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Education Statistics to 1985-86.*

Table 3.16.—Graduate degrees conferred,[1] by level of degree and sex of student: 1899-1900 to 1975-76

School year ending	Master's degree			Doctor's degree or equivalent		
	Total	Male	Female	Total	Male	Female
1900	1,583	1,280	303	382	359	23
1902	1,858	1,464	394	293	264	29
1904	1,679	1,340	339	334	302	32
1906	1,787	1,366	421	383	358	25
1908	1,971	1,511	460	391	339	52
1910	2,113	1,555	558	443	399	44
1912	3,035	2,215	820	500	436	64
1914	3,270	2,256	1,014	559	486	73
1916	3,906	2,934	972	667	586	81
1918	2,900	1,806	1,094	556	491	65
1920	4,279	2,985	1,294	615	522	93
1922	5,984	4,304	1,680	836	708	128
1924	8,216	5,515	2,701	1,098	939	159
1926	9,735	6,202	3,533	1,409	1,216	193
1928	12,387	7,727	4,660	1,447	1,249	198
1930	14,969	8,925	6,044	2,299	1,946	353
1932	19,367	12,210	7,157	2,654	2,247	407
1934	18,293	11,516	6,777	2,830	2,456	374
1936	18,302	11,503	6,799	2,770	2,370	400
1938	21,628	13,400	8,228	2,932	2,502	430
1940	26,731	16,508	10,223	3,290	2,861	429
1942	24,648	14,179	10,469	3,497	3,036	461
1944	13,414	5,711	7,703	2,305	1,880	425
1946	19,209	9,484	9,725	1,966	1,580	386
1948	42,432	28,931	13,501	3,989	3,496	493
1950	58,183	41,220	16,963	6,633	5,990	643
1952	63,534	43,557	19,977	7,683	6,969	714
1954	56,823	38,147	18,676	8,996	8,181	815
1956	59,281	39,393	19,888	8,903	8,018	885
1958	65,586	44,229	21,357	8,942	7,978	964
1960[2]	77,692	51,965	25,727	9,829	8,801	1,028
1962	88,414	59,710	28,704	11,622	10,377	1,245
1964	105,551	70,339	35,212	14,490	12,955	1,535
1966	140,548	93,063	47,485	18,237	16,121	2,116
1968	176,749	113,519	63,230	23,089	20,183	2,906
1970	208,291	125,624	82,667	29,866	25,890	3,976
1972	251,633	149,550	102,083	33,363	28,090	5,273
1974	277,033	157,842	119,191	33,816	27,365	6,451
1976[3]	316,000	173,000	143,000	35,000	27,000	8,000

[1] Data for 50 states and the District of Columbia.
[2] First year Hawaii and Alaska included.
[3] Estimated.

NOTE.—Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Biennial Survey of Education in the United States, Statistics of Higher Education*, and *Projections of Education Statistics*.

Table 3.17.--First professional degrees[1] conferred, by sex of student: 1961-62 to 1979-80

Year	First-professional degrees		
	Total	Males	Females
1961-62	**26,457**	25,686	771
1963-64	**27,667**	26,815	852
1965-66	**30,799**	29,657	1,142
1967-68	**34,787**	33,237	1,550
1969-70	**35,724**	33,940	1,784
1971-72	**43,411**	40,723	2,688
1973-74	**53,816**	48,530	5,286
1975-76[2]	**58,690**	49,420	9,270
		PROJECTED	
1977-78	**63,480**	49,880	13,600
1979-80	**65,400**	49,750	15,650

[1] The following specified degrees are reported as first-professional: Dentist (D.D.S. or D.M.D.), law (LL.B or J.D.), medicine (M.D.), theology, veterinary medicine (D.V.M.), chiropody or podiatry (D.S.C. or D.P.), optometry (O.D.), and osteopathy (D.O.).

[2] Estimated.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Projections of Education Statistics to 1981-82* and *Projections of Education Statistics to 1985-86*, unpublished data.

Table 4.01.—Average years of full-time education received per capita by population ages 15 or over, by sex: Selected countries, selected years

Country	Year	Average age of entry into schooling	Total education received		Compulsory education received below age 15		Education received at ages 15-18		Education received at age 19 and over	
			Males	Females	Males	Females	Males	Females	Males	Females
Canada	1971	4.9	9.6	9.6	7.3	7.4	1.8	1.9	0.47	0.27
France	1968	3.3	9.1	8.8	7.7	7.6	1.1	1.0	.36	.19
Germany (F.R.)[1]	1970	4.8	9.3	8.7	7.7	7.7	1.2	.9	.33	.12
Japan	1970	5.0	10.3	9.6	7.8	7.7	2.0	1.8	.45	.14
Sweden[2]	1970	6.0	9.2	8.8	6.8	6.8	1.9	1.8	.51	.30
United Kingdom	1961	4.7	9.8	9.7	8.9	8.9	.8	.7	.18	.10
United States	1970	4.8	10.7	10.6	7.5	7.6	2.4	2.5	.72	.51

[1] Total population no longer attending school.

[2] Ages 15-59.

SOURCE: Organization for Economic Cooperation and Development, Paris, France, *Educational Statistics Yearbook, 1974*, vol. 1, section VI; and later census and survey information.

Table 4.02.—Total elementary and secondary school enrollment, by control of institution: 1968 to 1975

Age group, level and control of school	Enrollment in October of—						
	1968	1970	1971	1972	1973	1974	1975
	(In thousands)						
3 to 13 years old in elementary schools	**32,534**	**32,729**	**32,334**	**31,091**	**30,401**	**29,995**	**29,289**
Public	28,381	28,860	28,719	27,601	27,193	26,880	26,071
Private	4,153	3,869	3,615	3,491	3,208	3,115	3,218
14 to 24 years old in secondary schools	[1]	**14,063**	**14,502**	**14,586**	**14,751**	**14,829**	**15,057**
Public	[1]	12,969	13,431	13,485	13,629	13,722	13,929
Private	[1]	1,095	1,071	1,101	1,122	1,107	1,127

[1] Data not available.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Survey*, unpublished tabulations.

Table 4.03. Enrollment in elementary schools of persons 3 to 13 years old, by family income and by control of institution: 1968, 1972, 1975

Year and control of school	Enrollment by family income, in 1967 dollars						
	Total enrolled	Under $5,000	$5,000 to $7,499	$7,500 to $9,999	$10,000 to $14,999	$15,000 and over	No report
	(Number, in thousands)						
1968							
Total	**32,534**	8,295	7,903	6,263	5,801	2,304	1,968
Public	**28,381**	7,791	6,975	5,340	4,786	1,825	1,663
Private	**4,153**	504	928	923	988	505	305
1972							
Total	**31,091**	8,089	5,779	6,451	6,568	2,080	2,125
Public	**27,601**	7,743	5,270	5,562	5,402	1,738	1,887
Private	**3,491**	353	506	890	1,036	468	238
1975							
Total	**29,289**	8,280	6,348	5,080	4,837	2,438	2,257
Public	**26,071**	7,913	5,704	4,431	4,106	1,922	1,995
Private	**3,218**	366	652	646	777	516	261
	Percentage distribution						
1968							
Total	**100.0**	27.1	25.9	20.5	19.0	7.5	
Public	**100.0**	29.2	26.1	20.0	17.9	6.8	
Private	**100.0**	13.1	24.1	24.0	25.7	13.1	
1972							
Total	**100.0**	27.9	20.0	22.3	22.7	7.2	
Public	**100.0**	30.1	20.5	21.6	21.0	6.8	
Private	**100.0**	10.9	15.6	27.4	31.8	14.4	
1975							
Total	**100.0**	30.6	23.5	18.8	18.1	9.0	
Public	**100.0**	32.9	23.7	18.4	17.1	8.0	
Private	**100.0**	12.4	22.0	21.8	26.3	17.5	

NOTE.—Due to a nonlinear adjustment of the dollar values, the totals may not equal the sum of public and private.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Survey*, unpublished tabulations.

Table 4.04.--Enrollment in private elementary schools of persons 3 to 13 years old, by family income and region: October 1975

Region	Total enrolled	Enrollment, by family income (1967 dollar)					No report
		Less than $5,000	$5,000 to $7,499	$7,500 to $9,999	$10,000 to $14,999	$15,000 or more	
	(Numbers in thousands)						
Northeast							
Private enrollment	1,058	161	249	196	195	189	69
Percent of regional enrollment	14.1	8.0	15.8	15.5	15.2	24.9	
Southeast							
Private enrollment	640	51	110	117	160	138	65
Percent of regional enrollment	9.8	2.1	8.1	12.3	19.0	33.7	
Central							
Private enrollment	1029	95	207	229	288	138	73
Percent of regional enrollment	12.8	5.6	11.0	14.2	18.5	20.4	
West							
Private enrollment	493	59	88	109	130	52	54
Percent of regional enrollment	6.8	2.8	5.8	8.7	10.8	8.7	

NOTE.– Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Survey*, unpublished tabulations.

Table 4.05.——Enrollment in private elementary schools of persons 3 to 13 years old in primary families, by region and race: 1968 to 1975

Region and enrollment characteristic	1968	1970	1971	1972	1973	1974	1975
	(Numbers, in thousands)						
Northeast							
White							
Private enrollment	1,636	1,407	1,282	1,217	1,118	1,077	1,016
Percent of total enrollment	22.9	19.7	18.1	17.8	16.9	16.3	15.8
Black							
Private enrollment	60	72	74	97	90	45	40
Percent of total enrollment	5.5	6.2	6.5	9.2	8.4	4.5	3.8
Southeast							
White							
Private enrollment	393	420	437	433	503	568	606
Percent of total enrollment	7.2	8.0	8.5	8.5	10.4	11.4	12.6
Black							
Private enrollment	26	45	25	32	44	24	34
Percent of total enrollment	1.4	2.4	1.3	1.9	2.6	1.3	2.0
Central							
White							
Private enrollment	1,439	1,393	1,213	1,149	984	904	970
Percent of total enrollment	17.2	16.5	14.4	14.4	12.7	12.4	13.7
Black							
Private enrollment	33	55	48	37	29	25	40
Percent of total enrollment	3.8	5.8	5.1	4.3	3.5	2.9	4.5
West							
White							
Private enrollment	508	418	474	465	365	390	411
Percent of total enrollment	7.5	6.1	7.1	7.2	5.6	6.1	6.6
Black							
Private enrollment	25	25	15	20	26	35	49
Percent of total enrollment	4.0	3.9	2.2	3.0	4.0	5.1	7.4

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Survey*, unpublished tabulations.

Table 4.07.--Secondary school enrollment of persons 14 to 24 years old, by institutional control and family income: October 1970 and October 1975

Year and institutional control		Enrollment,[1] by family income, in constant 1975 dollars					Median family income
		Under $5,000	$5,000 to $7,499	$7,500 to $9,999	$10,000 to $14,999	$15,000 and over	
		(Numbers in thousands)					
1970							
Total		2,336	587	1,659	3,666	4,860	$12,677
Public		2,180	565	1,585	3,382	4,310	$12,372
Private		57	24	74	288	547	$15,965
1975							
Total		1,719	1,484	1,308	3,680	5,516	$12,626
Public		1,678	1,444	1,224	3,450	4,876	$12,300
Private		42	41	84	230	640	$15,962
		Percentage distribution					
1970							
Total	100.0	17.8	4.5	12.7	28.0	37.1	
Public	100.0	18.1	4.7	13.2	28.1	35.8	
Private	100.0	5.8	2.4	7.5	29.1	55.2	
1975							
Total	100.0	12.5	10.8	9.5	26.4	40.2	
Public	100.0	13.2	11.4	9.6	27.2	38.5	
Private	100.0	4.0	4.0	8.1	22.2	61.7	

[1] Numbers and percentages exclude nonrespondents.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Survey*, unpubished tabulations.

Table 4.08.—Enrollment of persons 14 to 24 years old in private secondary schools, by region, race, and family income: October 1975

Region	Enrollment, by family income							
	White				Black[1/]			
	Under $5,000	$5,000 to $9,999	$10,000 to $14,999	$15,000 and over	Under $5,000	$5,000 to $9,999	$10,000 to $14,999	$15,000 and over
	(Numbers in thousands)							
United States, total	28	117	222	614	13	9	8	18
Northeast	19	54	78	194	—	—	—	—
Southeast	3	22	28	123	—	—	—	—
Central	1	31	84	212	—	—	—	—
West	5	10	32	85	—	—	—	—
Percent of total enrollment in region								
United States	3.2	5.5	6.8	11.7	1.7	1.5	2.3	9.4
Northeast	8.9	10.4	9.8	14.0	—	—	—	—
Southeast	1.2	4.5	4.9	14.3	—	—	—	—
Central	.5	4.7	7.6	12.3	—	—	—	—
West	1.9	1.7	4.1	6.7	—	—	—	—

[1/] Regional data bases are less than 75,000; therefore breakdowns by region are not shown.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Survey*, unpublished tabulations.

Table 4.10.—Enrollment of persons 14 to 24 years old in private secondary schools, by region and race: 1970 to 1975

Region and race	Year					
	1970	1971	1972	1973	1974	1975
	(Numbers in thousands)					
Northeast						
White						
Private enrollment	424	386	368	408	387	374
Percent of total enrollment	13.7	12.3	11.4	12.8	11.9	11.5
Black						
Private enrollment	9	23	26	18	16	24
Percent of total enrollment	2.2	5.1	4.8	3.8	3.2	4.6
Southeast						
White						
Private enrollment	128	178	167	172	185	200
Percent of total enrollment	5.6	7.6	7.3	7.6	8.0	8.4
Black						
Private enrollment	6	5	7	2	10	1/
Percent of total enrollment	0.8	0.7	0.9	0.2	1.2	
Central						
White						
Private enrollment	357	317	378	350	312	346
Percent of total enrollment	9.4	8.2	9.7	8.9	8.2	8.8
Black						
Private enrollment	14	16	14	18	14	19
Percent of total enrollment	3.7	3.6	3.6	4.6	3.4	4.3
West						
White						
Private enrollment	145	134	123	139	160	146
Percent of total enrollment	4.8	4.4	4.0	4.3	5.0	4.6
Black						
Private enrollment	6	2	4	12	13	8
Percent of total enrollment	2.5	0.8	1.7	4.4	4.6	2.6

1/ Less than 500,000 persons.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Survey*, unpublished tabulations.

Table 4.11.—Enrollment status of school-age population, by age and modal grade: October 1975

Sex and age	Total (percent)	Percent enrolled in school				Percent not enrolled	
		2 or more years below modal grade	1 year below modal grade	In modal grade	1 or more years above modal grade	Not high school graduates	High school graduates
Male							
6	100.0	—	5.99	83.74	9.18	1.08	—
7	100.0	—	14.71	76.64	7.90	0.75	—
8	100.0	0.63	16.66	75.50	6.11	1.10	—
9	100.0	1.33	18.99	71.04	8.14	0.50	—
10	100.0	1.87	18.33	70.25	8.23	1.31	—
11	100.0	2.56	20.45	68.07	7.92	1.00	—
12	100.0	3.10	22.21	66.28	7.50	0.92	—
13	100.0	3.08	21.58	66.38	7.90	1.06	—
14	100.0	4.15	23.18	63.09	8.39	1.19	—
15	100.0	5.41	23.12	62.44	6.98	1.95	0.09
16	100.0	5.72	22.08	59.15	7.91	5.13	—
17	100.0	5.51	18.52	56.66	5.46	10.31	3.55
Female							
6	100.0	0.18	4.60	83.83	10.63	0.77	—
7	100.0	—	10.43	80.58	8.81	0.18	—
8	100.0	0.66	12.50	75.66	10.65	0.54	—
9	100.0	1.04	11.35	77.07	8.68	0.86	—
10	100.0	1.21	11.60	75.96	10.87	0.37	—
11	100.0	2.03	13.08	75.46	9.17	0.26	—
12	100.0	1.88	14.02	74.15	9.61	0.35	—
13	100.0	1.57	15.95	72.71	9.11	0.66	—
14	100.0	1.81	14.74	71.01	10.92	1.47	0.05
15	100.0	2.46	17.30	68.82	8.96	2.46	—
16	100.0	2.31	16.45	63.30	11.06	6.59	0.29
17	100.0	3.78	12.14	57.89	7.37	12.73	6.09

SOURCE: U.S. Department of Commerce, Bureau of the Census, *School Enrollment - Social and Economic Characteristics of Students: October 1975*, Series P-20, No. 303.

Table 4.12.—Persons not enrolled in school and not high school graduates as a percent of population group, by age and by race and sex: October 1967 to October 1975

Year and race and sex	Percent of population, not enrolled in school and not high school graduates				
	Total, 14 to 24 years old	14 and 15 years old	16 and 17 years old	18 and 19 years old	20 to 24 years old
1967					
Black male	23.9	3.5	11.7	30.6	42.6
Black female	21.9	4.0	14.6	22.0	36.1
White male	11.6	1.5	7.0	15.4	18.8
White female	13.1	1.4	9.4	16.3	19.0
1968					
Black male	20.8	1.4	10.1	23.8	39.7
Black female	22.3	3.0	14.2	24.8	35.9
White male	11.5	1.8	6.8	14.3	18.9
White female	12.4	2.0	7.6	14.6	18.5
1969					
Black male	20.8	1.8	10.2	31.5	34.7
Black female	21.3	2.3	11.5	23.1	35.7
White male	10.1	1.8	6.8	12.6	15.9
White female	12.0	1.8	8.8	14.2	17.3
1970					
Black male	23.0	2.0	13.3	36.4	35.3
Black female	21.5	2.8	12.4	26.6	33.5
White male	9.8	1.7	6.3	13.3	14.8
White female	11.7	1.8	8.4	14.8	16.3
1971					
Black male	20.2	2.3	9.4	26.0	34.2
Black female	17.7	1.0	9.2	22.5	28.2
White male	10.1	1.1	6.4	14.2	15.1
White female	12.0	1.5	8.6	13.8	16.7
1972					
Black male	17.8	2.4	9.4	27.1	27.2
Black female	17.2	2.7	7.6	21.0	27.3
White male	10.7	2.3	7.8	13.5	15.3
White female	11.9	2.5	9.6	13.2	16.6
1973					
Black male	17.6	3.1	10.6	27.7	24.9
Black female	18.9	3.1	10.0	23.0	29.0
White male	10.4	1.9	8.7	14.1	13.7
White female	11.3	2.8	9.2	15.2	14.2
1974					
Black male	16.3	3.9	8.3	26.9	23.6
Black female	18.1	2.1	12.6	20.2	27.7
White male	11.0	1.8	9.4	17.4	13.6
White female	11.0	1.9	9.1	13.9	14.5
1975					
Black male	18.1	2.4	9.7	27.7	27.9
Black female	18.9	2.8	10.7	23.4	28.4
White male	9.9	1.4	7.3	13.7	13.4
White female	11.0	1.9	9.6	15.6	13.6

SOURCE: U.S. Department of Commerce, Bureau of the Census, *School Enrollment --Social and Economic Characteristics of Students*, Series P-20, various years.

Table 4.13.--Enrollment in education of persons 18 to 34 years old, by type of enrollment: 1970 and 1975

Age group and year	All persons	Enrolled				Not enrolled				
		Total enrolled	High school or below	College		Total	Not high school graduate	High school graduate	1 to 3 years college	4 or more years college
				Undergraduate	Graduate					
		(Numbers in thousands)								
18 to 24 years old										
1970										
Number	**20,633**	6,179	850	4,896	433	14,454	3,678	7,333	2,495	948
Percent	**100.0**	29.9	4.1	23.7	2.1	70.1	17.8	35.5	12.1	4.6
1975										
Number	**22,958**	6,932	919	5,559	454	16,026	3,673	8,388	2,992	973
Percent	**100.0**	30.2	4.0	24.2	2.0	69.8	16.0	36.5	13.0	4.2
25 to 34 years old										
1970										
Number	**22,973**	1,275	118	668	489	21,698	5,828	9,600	3,467	2,803
Percent	**100.0**	5.5	.5	2.9	2.1	94.5	25.4	41.8	15.1	12.2
1975										
Number	**27,201**	2,072	107	1,270	695	25,131	4,859	10,715	4,926	4,630
Percent	**100.0**	7.7	.4	4.7	2.6	92.4	17.9	39.4	18.1	17.0

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Survey*, unpublished tabulations.

Table 4.14—Percentage distribution by college-going status, of Class of 1972 high school graduates: 1972, 1973 and 1974

	Total	Type of enrollment				
		4-year college	2-year college	Completion	Dropout	Non-college
All persons, in 1972	**100.00**	**29.38**	**14.51**			**56.11**
Attended 4-year college in 1972						
Attended in 1973	**29.38**	23.60	.93		4.85	
Attended in 1974:						
4-year college	**21.60**	20.13	.26		1.22	
2-year college	**.93**	.34	.35		.24	
Completion	**.08**	.00	.08		–	
Dropout	**6.77**	3.14	.23		3.40	
Attended a 2-year college in 1972						
Attended in 1973	**14.51**	.90	9.09	.15	4.38	
Attended in 1974:						
4-year college	**3.54**	.68	2.63	.01	.22	
2-year college	**3.40**	.05	2.75	.01	.58	
Completion	**1.76**	.00	1.76	–	–	
Dropout	**5.69**	.16	1.95	–	3.58	
Non-college	**.13**	–	–	.13	–	
Did not attend college in 1972						
Attended in 1973	**56.11**	2.12	2.41			51.58
Attended in 1974:						
4-year college	**2.83**	1.41	.14			1.29
2-year college	**2.67**	.07	1.09			1.51
Completion	**.21**	.00	.21			–
Dropout	**1.61**	.64	.97			–
Non-college	**48.78**	–	–			48.78

NOTE.—Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, "Withdrawal From Institutions of Higher Education: An Appraisal with Longitudinal Data Involving Diverse Institutions," by S. Peng, E. Ashburn, and G. Dunteman, to be published, and unpublished data.

Table 4.15.--Participation rates in postsecondary education for the High School Class of 1972[1], by race, ability level, and socioeconomic status: Fall 1972, Fall 1973, and Fall 1974

Ability level and socioeconomic status (SES)[2]	Fall 1972		Fall 1973		Fall 1974	
	White	Black	White	Black	White	Black
Low ability level						
Low SES	19.8	34.0	10.9	23.9	8.7	22.5
Middle SES	29.0	42.9	20.1	35.5	14.1	29.0
High SES	46.6	61.2	36.8	51.2	31.4	49.4
Middle ability level						
Low SES	33.2	55.9	25.5	41.7	19.8	42.8
Middle SES	53.3	61.0	43.0	54.3	31.8	55.8
High SES	76.4	86.5	65.3	75.6	56.8	83.1
High ability level						
Low SES	66.2	68.6	56.7	62.0	47.2	71.4
Middle SES	77.4	74.2	68.3	82.1	56.3	89.2
High SES	92.6	91.3	86.2	72.1	81.2	78.9

[1] Excludes those students who could not be classified by race, ability level, or socioeconomic status.

[2] Note that the sample sizes for Blacks categorized in the high ability or high socioeconomic status cells are relatively small and subject to greater sampling error.

SOURCE: National Center for Education Statistics, *National Longitudinal Study of the High School Class of 1972*, preliminary data.

Table 4.17.--Characteristics of college freshmen in 1972, by enrollment status in 1974

Characteristics of students	Number in sample	Percentage distribution, by enrollment status in 1974				
		Total	Persister	4→4 transfer	4→2 transfer	Dropout
4-year college Freshmen in 1972--						
Aptitude						
Low	368	100.0	37.71	15.32	3.54	43.43
Middle	1,627	100.0	53.10	14.96	3.92	28.02
High	2,274	100.0	63.48	17.21	2.72	16.60
Educational aspiration						
Less than collge	211	100.0	12.57	4.89	4.06	78.47
2-year college	146	100.0	21.14	5.39	8.27	65.20
4-year college or beyond	5,478	100.0	60.27	16.78	3.03	19.91

	Number in sample	Total	2→4 transfer	Graduate	Persister	2→2 transfer	Dropout
2-year college Freshmen in 1972--							
Aptitude							
Low	441	100.0	13.91	8.58	19.02	5.68	52.80
Middle	1,091	100.0	22.37	13.54	20.89	4.68	38.52
High	517	100.0	35.91	14.30	17.75	2.18	29.87
Educational aspiration							
Less than college	443	100.0	4.44	15.33	10.65	2.38	67.20
2-year college	473	100.0	8.36	24.76	17.85	4.92	44.12
4-year college or beyond	1,928	100.0	33.42	9.41	22.00	4.26	30.91

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, *Transfer Students in Institutions of Higher Education.*

Table 4.18.--Full-time freshmen students receiving financial aid: School year, 1972-73

Student characteristics	Total full-time students	Students receiving aid from any source	Students receiving Federal aid
	Percentage distribution		
Socioeconomic status quartile 1/	100.0	100.0	100.0
Highest	27.0	19.7	18.0
Third	25.7	24.5	22.3
Second	23.5	26.3	26.6
Lowest	23.8	29.5	33.1
Racial/ethnic group	100.0	100.0	100.0
White	88.6	86.6	83.3
Black	8.7	10.2	13.0
Hispanic	2.7	3.2	3.7
Achievement/ability quartile	100.0	100.0	100.0
Highest	21.3	26.9	27.8
Third	31.2	32.3	33.0
Second	23.2	21.5	20.4
Lowest	24.2	19.2	18.8
Institution type	100.0	100.0	100.0
Public 4-year college	43.3	42.7	41.6
Public 2-year college	27.7	23.1	17.2
Private 4-year college	21.7	26.8	33.7
Private 2-year college	2.3	2.2	2.2
Vocational school	1.7	1.2	0.7
Other/proprietary school	3.3	3.9	4.5

1/ Socioeconomic status represents an index composed of five components: 1) father's education; 2) mother's education; 3) parent's income; 4) father's occupation; 5) household items.

NOTE.--Details may not add to totals because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, "Distribution and Packaging of Student Financial Aid: Some Evidence from the Survey of the High School Class of 1972," Kenneth A. Tabler and Alan P. Wagner, unpublished.

Table 4.19—Total college enrollment of persons 18 to 34 years old, by region and race: 1970 to 1975

	Total number of persons 18 to 34 years old enrolled in college, in thousands						Percent of population subgroup enrolled					
	1970	1971	1972	1973	1974	1975	1970	1971	1972	1973	1974	1975
Northeast												
White	1,664	1,734	1,896	1,788	1,841	1,941	16.5	16.4	17.6	16.4	16.5	17.2
Black	111	154	176	166	159	216	8.8	10.7	12.4	11.9	12.3	16.8
Southeast												
White	987	1,079	1,052	1,020	1,022	1,232	12.9	13.4	12.3	11.8	11.5	13.5
Black	176	204	173	154	222	274	9.1	10.7	8.9	7.4	10.1	11.6
Central												
White	1,723	1,807	1,777	1,674	1,697	1,948	15.3	15.7	15.1	14.1	14.1	16.0
Black	87	132	158	125	156	182	9.0	13.0	14.7	10.4	13.3	16.2
West												
White	1,564	1,678	1,623	1,725	1,771	1,867	16.8	17.5	16.2	16.4	16.8	17.1
Black	76	102	131	116	144	146	11.2	14.8	15.4	13.2	16.6	16.0

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Survey*, unpublished tabulations.

Table 4.20—College enrollment of persons 18 to 34 years old, by attendance status: 1970 to 1975

Year	18 to 24 years old					25 to 34 years old				
	Total age group	Enrollment		Percent enrolled		Total age group	Enrollment		Percent enrolled	
		Full-time	Part-time	Full-time	Part-time		Full-time	Part-time	Full-time	Part-time
	(Numbers in thousands)									
1970	20,633	4,659	669	22.6	3.2	22,973	410	747	1.8	3.2
1971	21,612	4,882	756	22.6	3.5	23,678	491	874	2.1	3.7
1972	22,160	4,891	739	22.1	3.3	24,697	533	931	2.2	3.8
1973	22,522	4,674	725	20.8	3.2	25,693	504	993	2.0	3.9
1974	22,529	4,581	814	20.3	3.6	26,436	641	1,159	2.4	4.4
1975	22,958	5,126	887	22.3	3.9	27,200	794	1,169	2.9	4.3

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Current Population Survey*, unpublished tabulations.

Table 4.21.--Courses taken by adult education participants, by type of credit earned: Selected years, May 1969, May 1972, and May 1975

Course credit earned or expected	Year ending					
	May 1969		May 1972		May 1975	
	Number	Percent	Number	Percent	Number	Percent
	(Numbers in thousands)					
Total	**20,001**	**100.0**	**25,573**	**100.0**	**27,047**	**100.0**
Credit courses	10,819	54.1	13,603	53.2	11,962	44.2
8th grade certificate	68	.3	17	.1	57	.2
High school completion	1,012	5.1	1,133	4.4	797	2.9
Certification or license in trade or profession	3,114	15.6	3,535	13.8	3,182	11.8
College degree	5,558	27.8	8,118	31.7	6,616	24.5
2-year or 4-year degree	(1)	(1)	5,198	20.3	3,982	14.7
Postgraduate or professional	(1)	(1)	2,920	11.4	2,634	9.7
Other credit	1,067	5.3	800	3.1	1,310	4.8
Noncredit courses	9,012	45.1	11,678	45.7	14,094	52.1
Job related	(1)	(1)	(1)	(1)	7,027	26.0
Not job related	(1)	(1)	(1)	(1)	7,067	26.1
Other or not reported	170	.9	292	1.1	991	3.7

1/ Detailed breakdowns not available for earlier years.

NOTE.--Detail may not add to totals because of rounding.

SOURCE: Department of Health, Education, and Welfare, National Center for Education Statistics, *Participation in Adult Education, 1969, 1972, 1975.*

Table 4.22.--Number and percent of 4- to 34-year-olds enrolled in school during 1974-75 by their household and individual language characteristics and age: July 1975

Age and enrollment	Total	English only household language	A Non-English language is spoken in the household				Household language not reported
			Total	Usual language spoken by individual			
				English	Non-English	Not reported	
	(Numbers in thousands)						
Total 4 to 34 years old	**110,002**	**94,582**	**13,857**	**9,999**	**3,245**	**613**	**1,563**
Number enrolled	**62,223**	**53,557**	**8,308**	**6,614**	**1,392**	**302**	**358**
Percent enrolled	**57**	**57**	**60**	**66**	**43**	–	–
4 and 5 years old	7,065	6,125	929	614	275	(*)	(*)
Number enrolled	2,744	2,374	365	275	72	(*)	(*)
Percent enrolled	39	39	39	45	26	–	–
6 to 13 years old	29,879	25,663	4,156	3,219	774	163	60
Number enrolled	29,542	25,391	4,092	3,199	738	155	60
Percent enrolled	99	99	98	99	95	–	–
14 to 18 years old	20,874	17,669	2,583	2,059	432	92	622
Number enrolled	18,724	16,133	2,325	1,918	342	65	266
Percent enrolled	90	91	90	93	79	–	–
19 to 25 years old	25,331	21,943	2,972	2,119	692	161	416
Number enrolled	7,939	6,828	1,085	910	137	(*)	(*)
Percent enrolled	31	31	37	43	20	–	–
26 to 34 years old	26,852	23,183	3,216	1,987	1,071	158	453
Number enrolled	3,274	2,831	441	313	103	(*)	(*)
Percent enrolled	12	12	14	16	10	–	–

* Estimates less than 50,000.

NOTE.--This *July 1975 Survey of Languages*, a supplement to the Census Population Survey was conducted by the Bureau of the Census for the National Center for Education Statistics.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *July 1975 Survey of Languages*, preliminary data.

Table 4.23.—Number and Percent of persons 3 to 34 years old of Spanish Origin enrolled in school in 1974-75, by their household and individual language characteristics and by age: United States, July 1975

Population	Total	English only household language	Non-English as the usual or other household language				Household language not reported
			Usual individual language				
			Total	English	Non-English	Not reported	
			(Numbers, in thousands)				
Population 4 to 34 years old	**6,806**	**1,050**	**5,708**	**3,232**	**2,365**	**111**	**50**
Number Enrolled	**3,879**	559	3,311	2,214	1,055	(*)	(*)
Percent Enrolled	**57**	53	58	69	45	–	–
4 to 5 years old	**575**	97	478	242	226	(*)	0
Number Enrolled	**202**	(*)	168	101	64	(*)	0
Percent Enrolled	**35**	–	35	42	28	–	–
6 to 13 years old	**2,220**	283	1,937	1,276	628	(*)	0
Number Enrolled	**2,178**	280	1,898	1,262	604	(*)	0
Percent Enrolled	**98**	99	98	99	96	–	–
14 to 18 years old	**1,185**	169	999	655	325	(*)	(*)
Number Enrolled	**1,019**	153	857	598	253	(*)	(*)
Percent Enrolled	**86**	91	86	91	78	–	–
19 to 25 years old	**1,316**	241	1,063	550	490	(*)	(*)
Number Enrolled	**305**	57	248	174	74	(*)	(*)
Percent Enrolled	**23**	24	23	32	15	–	–
26 to 34 years old	**1,510**	260	1,230	509	696	(*)	(*)
Number Enrolled	**175**	(*)	140	80	60	(*)	(*)
Percent Enrolled	**12**	–	11	16	9	–	–

*Less than an estimated 50,000 persons.

NOTE.–This *July 1975 Survey of Languages*, a supplement to the Current Population Survey was conducted by the Bureau of the Census for the National Center for Education Statistics.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *July 1975 Survey of Languages*, preliminary data.

Table 4.24.—Students in grades 1 to 12 who are 2 grades below modal grade,[1] by ethnic origin: 1974-75

Ethnic origin	Total grades 1 to 12			Grades 1 to 4			Grades 5 to 8			Grades 9 to 12		
	Total enrolled	Enrolled below	Percent enrolled below	Total enrolled	Enrolled below	Percent enrolled below	Total enrolled	Enrolled below	Percent enrolled below	Total enrolled	Enrolled below	Percent enrolled below
	(Numbers, in thousands)											
Total	**36,077**	**5,540**	**15**	**14,366**	**1,307**	**9**	**16,314**	**2,021**	**12**	**15,397**	**2,212**	**14**
Selected European[2]	6,324	602	10	1,871	149	8	2,233	196	9	2,220	250	11
Spanish[3]	3,067	581	19	1,090	128	12	1,184	241	20	793	212	27
Selected Asian[4]	414	58	14	134	(*)		125	(*)		155	(*)	
Black	12,354	1,196	10	5,072	264	5	5,235	409	8	2,047	523	26
Other	29,345	3,017	10	9,008	742	8	10,349	1,109	11	9,988	1,166	12
Don't know/ no answer	572	101	18	191	17	9	188	48	26	193	36	19

* Estimated at less than 50,000.

1/ Persons 8 years old and older in the first grade, 9 years old or older in the second grade, etc.

2/ German, Italian, English, Scottish, Welsh, Irish, French, Polish, Russian, Greek, Portuguese.

3/ Mexican American, Chicano, Mexican, Mexicano, Puerto Rican, Cuban, Central/South American, Other Spanish.

4/ Chinease, Filipino, Japanese, Korean.

NOTES.—Details may not add to totals because of rounding.
—This *July 1975 Survey of Languages*, a supplement to the Current Population Survey was conducted by the Bureau of the Census for the National Center for Education Statistics.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *July 1975 Survey of Languages*, preliminary data.

Table 4.25.--Students in grades 1 to 12 who are 2 grades below modal grade,[1] by usual household language: 1974-75

Usual household language	Total grades 1 to 12			Grades 1 to 4			Grades 5 to 8			Grades 9 to 12			Grade not reported
	Total enrolled	Enrolled below	Percent enrolled below	Total enrolled	Enrolled below	Percent enrolled below	Total enrolled	Enrolled below	Percent enrolled below	Total enrolled	Enrolled below	Percent enrolled below	
	Numbers, in thousands												
Total	**46,077**	**5,540**	**12**	**14,366**	**1,307**	**9**	**16,314**	**2,021**	**12**	**15,397**	**2,212**	**14**	**136**
English	43,853	5,055	12	13,604	1,194	9	15,535	1,839	12	14,714	2,022	14	123
Non-English	**1,906**	**439**	**23**	727	111	15	697	161	23	482	167	35	6
Spanish	**1,431**	**346**	**24**	546	93	17	549	134	24	336	119	35	4
Other	**375**	**113**	**30**	181	(*)	–	148	(*)	–	146			2
Language not reported	**316**	(*)		(*)	(*)		82	(*)		200	(*)		7

* Less than an estimated 50,000 persons.

[1] Persons 8 years old or older in the first grade, 9 years old or older in the second grade, etc.

NOTE.--This *July 1975 Survey of Languages*, as supplement to the Current Population Survey was conducted by the Bureau of the Census for the National Center for Education Statistics.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *July 1975 Survey of Languages*, preliminary data.

Table 4.26.—Persons 14 to 25 years old who have not completed 4 years of high school and were not currently enrolled,[1] by ethnic origin and language characteristics: July 1975

Ethnic origin of population, 14 to 25 years old	Total	English only household language	Non-English as the usual or other household language				Household language not reported
			Total	Usual individual language			
				English	Non-English	Not reported	
Total population	**46,206**	**39,612**	**5,556**	**4,178**	**1,124**	**254**	**1,038**
With less than 4 years of high school and not enrolled[1]	**4,668**	3,887	768	319	429	(*)	(*)
Percent of total	**10.1**	9.8	13.8	7.6	38.2	–	–
Persons of Spanish origin	**2,501**	409	2,063	1,206	815	(*)	(*)
With less than 4 years of high school and not enrolled[1]	**603**	61	542	174	367	(*)	0
Percent of population of Spanish origin	**24.1**	14.9	26.3	14.4	45.0	–	–
All other ethnic origins	**43,705**	39,203	3,493	2,972	309	212	1,009
With less than 4 years of high school and not enrolled[1]	**4,065**	3,826	226	145	62	(*)	(*)
Percent of population of other ethnic origins	**9.3**	9.8	6.5	4.9	20.1	–	–

* Estimates of less than 50,000.

[1] Not enrolled at any time from September 1974 to July 1975.

NOTE.—This *July 1975 Survey of Languages*, a supplement to the Current Population Survey, was conducted by the Bureau of the Census for the National Center for Education Statistics.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *July 1975 Survey of Languages*, preliminary data.

Table 4.27.--Enrollment status in postsecondary education of the High School Class of 1972, by race or ethnic origin: October 1972, October 1973, and October 1974

Enrollment status	October 1972			October 1973			October 1974		
	White	Black	Hispanic	White	Black	Hispanic	White	Black	Hispanic
	Percentage distribution								
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Enrolled in postsecondary education	56.4	49.8	46.8	47.2	40.3	35.6	38.5	34.2	30.9
Enrolled in college/university	46.8	38.2	36.8	41.4	33.9	31.1	(*)	(*)	(*)
4-year	31.6	26.6	16.3	28.5	23.8	14.5	(*)	(*)	(*)
2-year	15.2	11.6	20.5	12.9	10.1	16.6	(*)	(*)	(*)
Enrolled in vocational or technical schools	7.6	9.3	6.8	5.3	6.1	4.2	(*)	(*)	(*)
Enrolled in other study	2.0	2.3	3.2	.5	.3	.3	(*)	(*)	(*)
Not enrolled in postsecondary education	43.8	50.1	53.0	52.8	59.7	64.4	61.5	65.8	69.1

* Data not available.

NOTE.--Detail may not add to 100 because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Longitudinal Study of the High School Class of 1972, unpublished data.

Table 5.01.--Years of school completed by persons 25 years old or over: 1910 through 1975

Age and Year	Percentage distribution, by years of school completed					Median school years completed
	Total	Less than 5 years	5 to 11 years	12 to 15 years	16 or more years	
25 years old or over:						
1910	100.0	23.8	62.7	10.8	2.7	8.1
1920	100.0	22.0	61.6	13.1	3.3	8.2
1930	100.0	17.5	63.4	15.2	3.9	8.4
1940	100.0	13.5	62.4	19.5	4.6	8.6
1950	100.0	10.8	55.8	27.4	6.0	9.3
1960	100.0	8.3	50.6	33.4	7.7	10.5
1970	100.0	5.3	39.5	44.2	11.0	12.2
1975	100.0	4.2	33.2	48.6	13.9	12.3

SOURCE: U.S. Department of Commerce, Bureau of the Census, *1960 Census of Population*, Vol. 1, Part 1: *Current Population Reports*, Series P-20; *Educational Characteristics of the Population of the United States, by age,: 1940*, Series P-19, No.4; and 1960 Census Mongraph, *Education of the American Population*, by John K. Folger and Charles B. Nam.

Table 5.02.--Educational attainment of the adult male population[1] by year of birth: March 1973

Age cohorts by year of birth	Years of schooling completed: March 1973		
	Mean	Standard Deviation	Coefficient of Variation
1897-1901[2]	8.91	3.76	.422
1902-1906[2]	9.22	3.91	.424
1907-1911	9.87	3.74	.379
1912-1916	10.55	3.50	.332
1917-1921	11.03	3.42	.310
1922-1926	11.46	3.38	.295
1927-1931	11.72	3.39	.289
1932-1936	12.02	3.31	.275
1937-1941	12.40	3.01	.243
1942-1946	12.76	2.76	.216
1947-1951	12.81	2.38	.186

[1] Civilian noninstitutional population.

[2] Data for two oldest age cohorts derived from March 1962 OCG survey.

NOTE.--This table is drawn from an analysis done by Robert M. Hauser and David L. Featherman, "Equality of Schooling: Trends and Prospects," *Sociology of Education* 1976, Vol. 49 (April):99-120.

SOURCE: U.S. Department of Commerce, Bureau of the Census, "Occupational Changes in a Generation," *Current Population Survey*, 1962, March 1973.

Table 5.03.--Average score of students on international achievement tests: Selected countries, 1970

14-year-old students

Country	Subject							
	Mathematics[1,2]		Science		Reading comprehension		Literature	
	Score out of 68 items	Percentage correct	Score out of 80 items	Percentage correct	Score out of 52 items	Percentage correct	Score out of 37 items	Percentage correct
France	18.3	26.9	NA		NA		NA	
Germany (F.R.)	NA		23.7	29.6	NA		NA	
Italy	NA		18.5	23.1	28.0	53.8	16.4	44.3
Japan	31.2	45.9	31.2	39.0	NA		NA	
Netherlands	23.9	35.1	17.8	22.3	25.2	48.5	NA	
Sweden	15.7	23.1	21.7	27.1	25.6	49.2	15.9	43.0
United Kingdom (England)	19.3	28.4	21.3	26.6	25.3	48.7	16.1	43.5
United States	16.2	23.8	21.6	27.0	27.3	52.5	16.5	44.6

Final year secondary students

Country	Subject							
	Mathematics[2]		Science		Reading comprehension		Literature	
	Score out of 69 items	Percentage correct	Score out of 60 items	Percentage correct	Score out of 54 items	Percentage correct	Score out of 37 items	Percentage correct
France	33.4	48.4	18.3	30.5	NA		NA	
Germany (F.R.)	28.8	41.7	26.9	44.8	NA		NA	
Italy	NA		15.9	26.5	24.3	45.0	21.0	56.8
Japan	31.4	45.5	NA		NA		NA	
Netherlands	31.9	46.2	23.3	38.8	31.2	57.8	NA	
Sweden	27.3	39.6	19.2	32.0	26.8	49.6	23.3	63.0
United Kingdom (England)	35.2	51.0	23.1	38.5	33.6	62.2	26.4	71.4
United States	13.8	20.0	13.7	22.8	21.7	40.2	21.9	59.2

[1] 13-year-olds.

[2] The mathematics data were collected in 1964.

NOTES.--NA = Not available. Not all countries collected data on each subject area, hence NA indicates information was not collected.

SOURCE: Organization for Economic Cooperation and Development, Paris, France, *A Resume of the Surveys of the International Association for the Evaluation of Educational Achievement (I.E.A.)*, January 1974.

Table 5.04.--Mean scores on standardized examinations: 1966-67 to 1975-76

Year	Mean test score									
	Scholastic Aptitude Test (SAT)[1]		American College Testing Program (ACT)		Graduate Record Exam (GRE)[2]		Law School Admission Test (LAST)[1]	Medical College Admission Test (MCAT)		Graduate Management Admissions Test[1] (GMAT)
	Verbal	Mathematics	English	Mathematics	Verbal	Quantitative		Verbal	Quantitative	
1966-67	467	495	18.5	18.7	519	528	514	524	557	486
1967-68	466	494	18.1	18.3	520	527	516	525	560	485
1968-69	462	491	18.4	19.2	515	524	516	529	568	481
1969-70	460	488	18.1	19.5	503	516	518	517	566	474
1970-71	454	487	17.7	18.7	497	512	519	519	564	466
1971-72	450	482	17.6	18.6	494	508	521	517	557	462
1972-73	443	481	17.8	18.8	497	512	522	513	559	465
1973-74	440	478	17.6	18.1	492	509	527	522	561	463
1974-75	437	473	17.3	17.4	493	508	520	511	568	461
1975-76	429	470	17.2	17.1	492	511	525	523	569	463

[1] For all cases attending test administrations during a testing year. Thus, an individual may be counted more than once if he/she was tested more than once in a given year. Furthermore, the cases are aggregated without regard to educational level.

[2] Since 1964-65, the volume of cases attending GRE aptitude test administrations has tripled and the proportion in social sciences has also increased.

SOURCES: Education Testing Services, various publications and information provided directly, and *A Statistical Report: Trends in GRE* by Madeline M. Wallmark, Princeton, New Jersey 08540, The American Testing Program, P.O. Box 168, Iowa City, Iowa 52240 and Association of American Medical Colleges, Division of Educational Measurement and Research, One duPont Circle, Washington, D.C. 20036

Table 5.06.--Change in reading performance of 9-,13-, and 17-year-olds, from 1970 to 1974, by parental education level

Parental education level	Mean percent of correct responses								
	9-year-olds			13-year-olds			17-year-olds		
	1970	1974	Change	1970	1974	Change	1970	1974	Change
National average	**63.98**	**65.20**	1/ 1.22	**60.60**	**60.74**	**.14**	**72.12**	**72.00**	**-.12**
No high school	54.87	57.24	1/ 2.37	49.00	49.45	.45	60.84	61.73	.90
Some high school	59.04	58.91	-.14	55.49	54.80	-.70	65.92	65.14	-.78
High school graduates	64.69	66.08	1/ 1.39	61.17	60.16	-1.01	71.52	70.82	-.71
Post-high school	70.08	69.54	-.54	67.32	67.30	-.02	77.78	77.08	-.70

1/ Statistically significant at the .05 level.

NOTE.--The differences between years may not equal the change value because of rounding.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Assessment of Educational Progress, unpublished data.

Table 5.07.--Reading performance of 9-, 13-, and 17-year-olds, by region: 1974

Region	Mean percent of correct responses					
	9-year-olds		13-year-olds		17-year-olds	
	Mean	Difference of regional mean from national mean	Mean	Difference of regional mean from national mean	Mean	Difference of regional mean from national mean
National	**65.195**	**0.0**	**60.737**	**0.0**	**72.003**	**0.0**
Southeast	61.824	-3.37	57.101	-3.64	67.889	-4.11
West	64.063	-1.13	59.817	-.92	70.999	-1.00
Central	67.493	+2.29	63.431	+2.69	74.414	+2.41
Northeast	66.815	+1.62	62.121	+1.38	73.482	+1.48

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Assessment of Educational Progress, unpublished data.

Table 5.08.--Performance on career and occupational development exercises, for 13- and 17-year-olds, by content area and sex: 1973-74

	General job knowledge		Specific job knowledge	
	Mean number of correct responses	Standard error of the mean	Mean number of correct responses	Standard error of the mean
13-year-olds				
Male	63.3	0.65	68.7	0.39
Female	71.5	.56	67.7	.42
17-year-olds in school				
Male	76.5	.60	79.8	.34
Female	82.8	.40	79.6	.33

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Assessment of Educational Progress, unpublished data.

Table 5.09.--Performance on career and occupational development exercises for 17 year olds and young adults, by content area and sex: 1973-74

	Generally useful skills[1]		Specific job knowledge	
	Mean number of correct responses	Standard error of the mean	Mean number of correct responses	Standard error of the mean
17-year-olds				
Male	70.0	0.50	75.6	0.36
Female	70.3	0.39	73.8	0.36
Young adults				
Male	73.1	0.72	85.6	0.59
Female	71.4	0.71	82.5	0.45

[1] Generally useful skills assessment is comprised of those NAEP exercises which test written communication skills, computation and measurement skills, manual perceptual skills, and use of graphics and reference materials.

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Eudcation Statistics, National Assessment of Educational Progress, unpublished data.

Table 5.10.—Performance in subject area, by age level and by sex: Selected years

Subject area, year of assessment, and sex	Mean and difference in percentage points from mean		
	9-year-olds	13-year-olds	17-year-olds
Career and occupational development (1973-74)			
National mean	**48.59**	**65.49**	**71.13**
Male	-0.72	-0.11	-0.11
Female	0.57	0.17	0.05
Mathematics (1972-73)			
National mean	**42.13**	**51.85**	**56.06**
Male	0.56	0.63	2.74
Female	-0.58	-0.64	-2.60
Science (1972-73)			
National mean	**59.44**	**58.32**	**42.33**
Male	1.07	2.12	2.98
Female	-1.10	-2.13	-2.74
Social studies (1971-72)			
National mean	**64.22**	**61.74**	**67.97**
Male	1.03	0.35	1.01
Female	-1.03	-0.39	-1.02

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Assessment of Educational Progress, unpublished data.

Table 5.11.—Young adult achievement in subject areas, by age and region: Selected years

Age and region	Mean percent of correct responses				
	Reading (1970-71)	Career and occupational development (1973-74)	Social studies (1971-72)	Mathematic (1972-73)	Science (1972-73)
National mean	**74.0**	**74.3**	**68.4**	**57.8**	**51.3**
Age					
26 to 28 years	74.3	73.6	69.3	58.6	51.5
29 to 32 years	74.1	75.0	68.1	57.7	51.5
33 to 35 years	73.3	74.4	67.8	56.7	50.9
Region					
Southeast	64.9	69.9	63.2	54.1	47.4
West	76.8	75.8	70.2	59.3	53.7
Central	76.0	76.6	69.7	58.5	51.6
Northeast	75.4	74.3	69.7	58.4	52.0

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Assessment of Educational Progress, unpublished data.

Table 5.13.—Young adult achievement in selected subjects, by young adult's education level and parental education level

Subject and year of assessment	National mean	Mean percent of correct responses							
		Young adult's education level				Parental education level			
		Less than high school graduate	High school graduate	Some college or advanced schooling	College graduate	Less than high school graduate	High school graduate	Some college or advanced schooling	College graduate
Reading (1970-71)	74.0	58.6	73.8	80.9	87.1	68.6	77.3	82.7	85.1
Social studies (1971-72)	68.4	52.3	66.5	75.0	84.1	62.3	71.5	76.9	80.7
Science (1972-73)	51.3	36.3	46.6	56.0	69.1	45.0	53.3	59.1	63.7
Mathematics (1972-73)	57.8	37.0	53.3	64.2	78.6	50.2	60.5	67.4	71.8
Career and occupational development (1973-74)	74.3	60.1	74.2	78.9	83.9	69.2	77.2	80.7	81.9

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Assessment of Educational Progress, unpublished data.

Table 5.14.——Average monthly salary offers to male and female candidates for the bachelor's degree, by field of study: United States, 1973-74 and 1975-76

Field of study	Monthly salary offers					
	1973-74			1975-76		
	Male	Female	Difference for female	Male	Female	Difference for female
Business						
Accounting	$ 925	$ 923	-$ 2	$1,017	$1,021	+$ 4
Business-general	809	756	- 53	876	860	- 16
Chemical engineering	1,042	1,033	- 9	1,278	1,283	+ 5
Social sciences	766	696	- 70	866	770	- 96
Sciences						
Chemistry	891	867	- 24	1,011	1,052	+ 41
Computer science	920	895	- 25	1,035	1,045	+ 10
Health (medical) professions	727	734	+ 7	883	825	- 58

NOTE.—Data are based on information supplied by 140 or more participating colleges and universities throughout the country. The information covers job offers in a broad range of curricula and functional areas, (except teaching) within employing organizations in business, industry, government, and nonprofit and educational organizations and maintains confidentiality for the individual, the college, and the employer.

SOURCE: College Placement Council, Inc., reports on *A Study of Beginning Offers*. (Copyright by the College Placement Council, Inc., Bethlehem, Pa. All rights reserved.)

Table 5.15.—Median income of full-time workers aged 25 or older, by sex and level of education: 1967 to 1974

Sex and years of school completed	Median income, in thousands of 1975-76 dollars					
	1967	1969	1970	1971	1972	1974
Male						
0 to 8 years	$ 9,074	$ 9,544	$ 9,489	$ 9,602	$10,188	$ 9,605
9 to 11 years	11,236	11,688	11,892	12,058	12,260	12,022
12 years	12,608	13,365	13,362	13,475	14,347	13,540
13 to 15 years	14,375	15,144	15,619	15,773	16,103	14,692
16 years	17,788	19,034	18,526	18,508	19,279	17,393
17 or more years	20,399	20,250	20,597	20,624	21,868	19,507
Female						
0 to 8 years	5,118	5,618	5,594	5,660	5,853	5,681
9 to 11 years	6,040	6,502	6,502	6,590	6,806	6,339
12 years	7,336	7,755	7,794	7,829	7,989	7,658
13 to 15 years	8,566	9,013	9,224	9,187	9,096	8,645
16 years	10,390	10,862	11,391	11,392	11,319	10,199
17 or more years	12,756	13,603	13,382	14,263	14,299	12,627

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Money Income of Families and Persons in the United States*, Series P-20, Nos. 60, 75, 80, 85, 90, 101.

Table 5.16.—Expected lifetime income [1] in constant (1972) dollars for male year-round full-time workers aged 25 years, by level of education: 1967 to 1972

Years of school completed	Expected lifetime income, in thousands of constant (1972) dollars					
	1967	1968	1969	1970	1971	1972
Elementary:						
Less than 8 years	$151	$164	$170	$170	$172	$195
8 years	189	199	206	206	205	221
High school:						
1 to 3 years	216	224	234	233	236	243
4 years	253	262	271	269	271	286
College:						
1 to 3 years	294	308	326	324	320	341
4 years	368	404	417	394	402	424
5 years or more	433	442	461	470	462	487

[1] Data assume a 3-percent annual increase in worker productivity and a 5-year percent discount rate.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Annual Mean Income, Lifetime Income, and Educational Attainment of Men in the United States, for Selected Years 1956 to 1972*; Series P-60, No. 92.

Table 5.17—Unemployment rate of workers, by educational attainment: March 1968 to March 1976

Educational level and age	Percent of group unemployed in—								
	1968	1969	1970	1971	1972	1973	1974	1975	1976
Less than 4 years of high school									
18 to 24 years	12.9	11.7	13.5	19.4	19.7	15.2	17.2	27.7	24.4
25 to 34 years	5.4	5.4	6.7	10.0	8.2	8.1	8.1	17.2	13.1
4 years of high school									
18 to 24 years	6.7	5.9	7.6	10.8	11.1	8.8	9.4	16.0	14.8
25 to 34 years	2.8	2.5	3.4	5.2	4.5	4.3	4.5	9.4	8.1
1 to 3 years of college									
18 to 24 years	4.6	5.6	6.4	10.3	8.2	6.7	5.9	10.8	9.1
25 to 34 years	2.2	1.7	2.8	5.1	4.3	3.7	4.0	6.7	6.5
4 years or more of college									
18 to 24 years	2.2	2.4	3.4	5.4	6.1	5.0	4.2	6.4	6.4
25 to 34 years	1.0	0.7	1.5	3.1	2.2	2.5	2.6	2.9	3.1

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Special Labor Force Report*, various years, unpublished data.

Table 5.18.—Voter participation rate, by level of education: 1964 to 1974

Years of school completed	Percent of population group reported voting in:					
	1964	1966	1968	1970	1972	1974
0 to 8 years	59.0	44.6	53.4	43.4	47.4	34.4
9 to 11 years	65.4	49.9	64.2	47.1	52.0	35.9
12 years	76.1	60.1	75.5	58.4	65.4	44.7
13 to 15 years	82.1	64.8	81.2	61.3	74.9	49.6
16 or more years	87.5	70.2	85.0	70.2	78.8	61.3

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Voting and Registration in the Elections of November 1974*, Series P-20, and unpublished data.

Table 5.19.--Selected characteristics of volunteerism and volunteers: 1974

Selected characteristics	Percent of total volunteers
Area of volunteer activity	
Religion	50
Education	15
Health	15
Civic/community action	14
Citizenship	12
Recreation	11
Social/welfare	7
Political	3
Characteristics of education volunteer activity	
Age group worked with	
0-13 years	54
14-19 years	28
20-59 years	29
60 years and over	3
Characteristics of education activity volunteers	
Education level	
Less than 4 years high school	21
4 years high school	27
1 to 3 years of college	24
4 or more years of college	28
Family income	
0 to $7,499	8
$7,500 to $14,999	29
$15,000 to $19,999	16
$20,000 and over	25
Not available	22

SOURCE: ACTION, *American's Volunteer - 1974*, 1975; and special tabulations reported by the National School Volunteer Program, *The School Volunteers*, October 1976.

Table 6.01.--Summary of general expenditures (direct and intergovernmental), by level of government and by function: 1974-75

Function	Amount, millions of dollars				Percent			
	All governments	Federal government	State governments	Local governments	All governments	Federal government	State governments	Local governments
All functions	**$432,553**	**$252,707**	**$138,304**	**$144,426**	**100.0**	**100.0**	**100.0**	**100.0**
Direct	432,553	203,079	86,326	143,148	100.0	80.4	62.4	99.1
Intergovernmental	1/	2/49,628	51,978	1,278	1/	19.6	37.6	0.9
National defense and international relations	95,760	95,760	–	–	22.1	37.9	–	–
Postal Service	12,678	12,678	–	–	2.9	5.0	–	–
General revenue sharing	–	6,130	–	–	–	2.4	–	–
Space research and technology	3,314	3,314	–	–	0.8	1.3	–	–
Education	95,011	16,112	54,012	65,009	22.0	6.4	39.1	45.0
Direct	95,011	7,153	22,902	64,956	22.0	2.8	16.6	45.0
Intergovernmental	1/	8,959	31,110	53	1/	3.5	22.5	(Z)
Highways	22,840	5,066	17,483	8,312	5.3	2.0	12.6	5.8
Direct	22,840	312	14,258	8,270	5.3	0.1	10.3	5.7
Intergovernmental	1/	4,754	3,225	42	1/	1.9	2.3	(Z)
Public welfare	39,402	26,564	25,559	10,056	9.1	10.5	18.5	7.0
Direct	39,402	12,212	17,457	9,733	9.1	4.8	12.6	6.7
Intergovernmental	1/	14,352	8,102	323	1/	5.7	5.9	0.2
Health and hospitals	24,842	8,048	10,158	10,063	5.7	3.2	7.3	7.0
Direct	24,842	5,996	8,968	9,878	5.7	2.4	6.5	6.8
Intergovernmental	1/	2,052	1,190	185	1/	0.8	0.9	0.1
National resources	16,184	12,848	3,554	865	3.7	5.1	2.6	0.6
Direct	16,184	11,961	3,368	855	3.7	4.7	2.4	0.6
Intergovernmental	1/	887	186	10	1/	0.3	0.1	(Z)
Housing and urban renewal	5,849	5,126	632	3,051	1.3	2.0	0.5	2.1
Direct	5,849	2,392	407	3,050	1.3	0.9	0.3	2.1
Intergovernmental	1/	2,734	225	1	1/	1.1	0.2	(Z)
Air transportation	3,166	2,023	366	1,165	0.7	0.8	0.3	0.8
Direct	3,166	1,718	284	1,164	0.7	0.7	0.2	0.8
Intergovernmental	1/	305	82	–	1/	0.1	0.1	(Z)
Social Insurance Administration	3,246	2,730	1,509	5	0.7	1.1	1.1	(Z)
Direct	3,246	1,732	1,509	5	0.7	0.7	1.1	(Z)
Intergovernmental	1/	998	–	–	1/	0.4	–	–
Interest on general debt	33,002	24,220	3,272	5,511	7.6	9.6	2.4	3.8
Other and combined	77,259	32,088	21,759	40,390	17.9	12.7	15.7	28.0
Direct	77,259	23,631	13,901	39,726	17.9	9.4	10.1	27.5
Intergovernmental	1/	8,457	7,858	664	1/	3.3	5.7	0.5

– Represents zero or rounds to zero.

(Z) Less than half the unit of measurement shown.

1/ Duplicative transactions between levels of government are excluded; see text in source.

2/ Federal general revenue sharing payments to States amount to $2,016 million, and to local governments, $4,114 million. Additional federal payments to local governments ($10,063 million) include $2,636 million for housing and urban renewal, $2,234 million for waste treatment and water facilities, $930 million for education, $1,631 million for comprehensive manpower assistance, $762 million for urban mass transportation, and $226 million federal contribution to District of Columbia.

NOTE: Because of rounding, details may not add to totals. Local government amounts are estimates subject to sampling variation; see text in source.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Governmental Finances in 1974*, Series GF 75, No. 5.

Table 6.02.—Social welfare expenditures under public programs: Selected years, 1950 to 1975

Program	1950	1955	1960	1965	1970	1972	1973	1974	1975
					Total expenditures, in millions				
Total	**$23,508.4**	**$32,639.9**	**$52,293.3**	**$77,175.3**	**$145,761.1**	**$191,413.6**	**$214,389.9**	**$239,302.6**	**$286,547.0**
Social insurance	4,946.6	9,834.9	19,306.7	28,122.8	54,691.2	74,810.2	86,152.7	98,952.1	123,444.1
Old age, survivors, disability, and health insurance	784.1	4,436.3	11,032.3	16,997.5	36,835.4	48,229.1	57,766.6	66,286.6	78,456.3
Other	4,162.5	5,398.6	8,274.4	11,125.3	17,855.8	26,581.1	28,386.1	32,665.5	44,987.8
Public aid	2,496.2	3,003.0	4,101.1	6,283.4	16,487.7	26,077.0	28,696.5	31,997.0	40,536.3
Health and medical programs	2,063.5	3,103.1	4,463.8	6,246.4	9,752.8	12,681.6	13,187.5	14,359.7	16,635.7
Veterans' programs	6,865.7	4,833.5	5,479.2	6,031.0	9,078.0	11,522.4	13,026.4	14,112.4	16,660.8
Education	6,674.1	11,157.2	17,626.2	28,107.9	50,905.0	59,626.2	65,379.1	70,149.5	78,438.5
Elementary and secondary	5,596.2	9,734.3	15,109.0	22,357.7	38,632.3	44,524.0	48,376.9	52,083.5	57,905.4
Construction	1,019.4	2,231.9	2,661.8	3,267.0	4,659.1	4,458.9	5,008.4	5,259.3	5,487.0
Higher	914.7	1,214.4	2,190.7	4,826.4	9,970.3	11,850.8	13,259.2	13,893.6	15,972.5
Construction	310.3	198.6	357.9	1,081.4	1,629.1	1,736.7	1,793.4	1,758.7	1,942.0
Vocational and adult	160.8	204.9	298.0	853.9	2,145.9	3,034.8	3,496.4	3,900.3	4,295.6
Housing	14.6	89.3	176.8	318.1	701.2	1,332.4	2,179.6	2,553.8	2,954.0
Other social welfare	447.7	619.0	1,139.4	2,065.7	4,145.2	5,363.9	5,768.2	7,178.1	7,877.5
					Percentage distribution				
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Social insurance	21.0	30.1	36.9	36.4	37.5	39.1	40.2	41.4	43.1
Public aid	10.6	9.2	7.8	8.1	11.3	13.6	13.4	13.4	14.2
Health and medical programs	8.8	9.5	8.5	8.1	6.7	6.6	6.2	6.0	5.8
Veterans' programs	29.2	14.8	10.5	7.8	6.2	6.0	6.1	5.9	5.8
Education	28.4	34.2	33.7	36.4	34.9	31.2	30.5	29.3	27.4
Housing and other social welfare	2.0	2.2	2.5	3.1	3.3	3.5	3.7	4.1	3.8

SOURCE: U.S. Department of Health, Education, and Welfare, Social Security Administration, *Social Security Bulletin*, January 1976.

Table 6.03.--General expenditures of State and local governments, by function: Selected years, 1948 to 1975

General expenditures, by function[1]	Fiscal year						
	1948	1952	1957	1962	1967	1972	1975
	Current dollars, in millions						
Total	**$17,684**	**$26,098**	**$40,375**	**$60,206**	**$93,350**	**$168,549**	**$230,448**
Education	5,379	8,318	14,134	22,216	37,919	65,814	87,858
Welfare, health, and hospitals	3,328	4,973	6,604	9,426	14,858	34,140	47,002
Highways	3,036	4,645	7,816	10,357	13,932	19,021	22,528
All other	5,941	8,162	11,821	18,207	26,641	49,574	73,060
	Percentage distribution						
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Education	30.4	31.9	35.0	36.9	40.6	39.0	38.1
Welfare, health, and hospitals	18.8	19.1	16.3	15.6	15.9	20.2	20.4
Highways	17.2	17.8	19.4	17.2	14.9	11.3	9.8
All other	33.6	31.2	29.3	30.3	28.6	29.5	31.7

[1] Includes intergovernmental transfers.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *1972 Census of Governments*, Vol. 6 Topical Studies No. 4: Historical Statistics on Government Finances and Employment, 1974 and *Government Finances in 1974-75*, Series GF 75, No. 5, 1976.

Table 6.07.--Results of public school bond elections: 1964-65 to 1974-75

Fiscal Year	Number of elections		Percent approved based on number	Par value of issues voted on, in millions		Percent approved based on dollar value
	Total	Approved		Total	Approved	
1964-65	2,041	1,525	74.7	3,129	2,485	79.4
1965-66	1,745	1,265	72.5	3,560	2,652	74.5
1966-67	1,625	1,082	66.6	3,063	2,119	69.2
1967-68	1,750	1,183	67.6	3,740	2,338	62.5
1968-69	1,341	762	56.8	3,913	1,707	43.6
1969-70	1,216	647	53.2	3,285	1,627	49.5
1970-71	1,086	507	46.7	3,337	1,381	41.4
1971-72	1,153	542	47.0	3,102	1,365	44.0
1972-73	1,273	719	56.5	3,988	2,256	56.6
1973-74	1,386	779	56.2	4,137	2,193	53.0
1974-75	929	430	46.3	2,552	1,174	46.0

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Bond Sales for Public School Purposes, 1964-65* through *1974-75*.

Table 6.08.—Percentage distribution of school districts, by current expenditures per pupil: 1974-75

State	Under $700	$700 to $899	$900 to $1,099	$1,100 to $1,299	$1,300 to $1,499	$1,500 to $1,799	$1,800 to $1,999	$2,000 and over	Median expenditure
Alabama	68.1	30.0	1.9	–	–	–	–	–	$ 663
Alaska	–	–	–	–	–	14.1	14.1	71.8	2,345
Arizona	–	35.4	14.7	28.1	2.7	18.8	–	0.4	1,099
Arkansas	46.6	40.8	9.3	3.2	–	–	–	–	722
California	–	11.7	29.7	26.7	15.0	9.2	2.2	5.4	1,163
Colorado	–	12.6	18.6	24.1	23.7	6.9	5.6	8.5	1,261
Connecticut	–	4.2	25.0	39.6	19.4	11.1	0.7	–	1,228
Delaware	–	3.8	50.0	34.6	3.8	3.8	3.8	–	1,078
District of Columbia	–	–	–	–	–	100.0	–	–	1,552
Florida	–	1.4	42.5	44.3	11.8	–	–	–	1,116
Georgia	5.7	77.9	12.3	4.1	–	–	–	–	801
Hawaii	–	–	–	100.0	–	–	–	–	1,106
Idaho	–	30.4	52.0	13.7	3.9	–	–	–	997
Illinois	–	19.9	31.6	28.8	11.6	7.3	0.5	0.4	1,080
Indiana	1.4	61.4	34.1	2.8	0.3	–	–	–	859
Iowa	–	1.1	72.9	26.0	–	–	–	–	1,054
Kansas	0.3	5.4	30.0	27.4	14.4	21.0	1.5	–	1,213
Kentucky	55.9	32.0	4.3	7.7	–	–	–	–	675
Louisiana	1.4	49.8	37.6	11.3	–	–	–	–	895
Maine	11.4	51.9	21.4	3.7	11.6	–	–	–	855
Maryland	–	4.2	20.8	62.5	8.3	4.2	–	–	1,126
Massachusetts	–	2.0	23.6	50.9	13.8	5.8	2.6	1.4	1,219
Michigan	–	9.9	39.7	22.7	10.5	16.4	0.8	0.2	1,082
Minnesota	–	1.0	17.6	44.5	28.6	8.1	–	0.2	1,211
Mississippi	46.6	52.0	1.4	–	–	–	–	–	704
Missouri	5.6	24.5	42.4	25.7	1.4	–	0.1	0.3	968
Montana	2.0	22.0	8.0	30.4	11.8	12.8	7.1	6.0	1,265
Nebraska	15.6	22.7	22.6	9.3	10.2	7.1	4.3	8.1	1,024
Nevada	–	–	32.5	39.0	28.4	–	–	–	1,140
New Hampshire	–	52.5	25.0	14.8	6.0	–	–	–	887
New Jersey	0.2	6.4	19.9	23.9	18.7	25.9	2.0	3.0	1,339
New Mexico	–	20.2	30.2	12.0	14.8	22.7	–	–	1,109
New York	–	–	–	4.5	14.6	47.4	9.0	24.6	1,650
North Carolina	–	40.8	55.6	3.5	–	–	–	–	914
North Dakota	8.6	11.0	45.4	26.3	5.8	2.9	–	–	1,026
Ohio	4.8	55.9	29.3	5.6	2.6	1.0	0.2	0.5	840
Oklahoma	19.7	45.0	14.1	7.7	0.6	1.8	11.0	–	802
Oregon	–	3.2	27.5	19.8	37.4	11.4	0.7	–	1,295
Pennsylvania	–	2.6	56.2	30.4	7.2	2.6	0.9	–	1,066
Rhode Island	–	–	11.7	59.8	23.9	4.7	–	–	1,238
South Carolina	45.3	52.2	2.5	–	–	–	–	–	714
South Dakota	0.4	16.0	51.6	16.0	11.0	2.7	–	2.3	998
Tennessee	66.4	22.7	8.4	1.7	0.8	–	–	–	666
Texas	10.1	44.8	25.2	4.2	7.5	8.3	0.1	–	895
Utah	–	29.1	32.5	11.4	27.0	–	–	–	1,032
Vermont	5.4	22.0	43.6	12.2	10.8	3.4	2.4	–	986
Virginia	–	71.5	20.5	5.6	–	0.8	1.6	–	854
Washington	–	3.4	13.1	59.7	19.4	1.3	3.2	–	1,174
West Virginia	3.4	57.4	39.2	–	–	–	–	–	858
Wisconsin	–	0.9	24.8	50.3	15.9	6.5	1.5	–	1,205
Wyoming	–	–	29.5	23.0	13.1	21.3	1.6	11.5	1,383

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Education Directory, 1974-75: Public School Systems*, and preliminary data.

Table 6.09.—Variation in resources and revenues among school districts in the nation: 1970

Per pupil resource measure	Mean	Fraction of national mean received by pupils in percentile interval									
		0-10%	10-20%	20-30%	30-40%	40-50%	50-60%	60-70%	70-80%	80-90%	90-100%
Current expenditures	1.00	0.61	0.74	0.81	0.87	0.94	1.00	1.05	1.14	1.25	1.58
Classroom teachers	1.00	.79	.88	.92	.95	. 98	1.01	1.04	1.07	1.13	1.24
Instructional staff weighted by degree level	1.00	.79	.87	.91	.94	.98	1.01	1.04	1.08	1.14	1.25
Expenses with salaries controlled by ed level	1.00	.73	.82	.87	.91	.94	0.99	1.03	1.10	1.20	1.42
Same with region/urban salary variation adjustment	1.00	.70	.79	.85	.89	.94	0.98	1.03	1.11	1.22	1.49
Composite measure	1.00	.76	.84	.88	.92	.96	0.99	1.03	1.09	1.18	1.35
Per pupil revenue sources											
Local	1.00	0.21	0.41	0.58	0.71	0.86	1.00	1.17	1.37	1.56	2.12
State	1.00	.39	.62	.73	.81	.88	0.97	1.09	1.24	1.41	1.88
Federal	1.00	.15	.30	.42	.56	.71	0.90	1.15	1.45	1.78	2.58
Total non federal	1.00	.52	.66	.75	.84	.92	1.00	1.09	1.19	1.33	1.70
Total	1.00	.58	.70	.77	.85	.92	0.99	1.08	1.17	1.31	1.63

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, *Educational Opportunity: The Concept, Its Measurement and Resource Disparities in 1970*, unpublished data.

Table 6.10.—Percent change in jobs and population in 35 largest standard metropolitan statistical areas: 1960 to 1970[1/]

Standard metropolitan statistical areas	Percent change, 1960 to 1970			
	In central city		Outside central city	
	Jobs	Population	Jobs	Population
New York	-1.9	1.4	31.1	26.2
Los Angeles	5.4	12.4	35.3	19.9
Chicago	-12.1	-5.1	62.2	35.2
Philadelphia	-4.1	-2.7	22.5	22.5
Detroit	-18.8	-9.4	58.4	28.4
San Francisco	5.6	2.7	38.0	31.8
Washington, D.C.	8.2	-.9	96.2	60.3
Boston	-4.0	-8.0	24.0	11.2
St. Louis	-14.2	-17.0	49.8	28.5
Pittsburgh	6.1	-13.9	-3.8	4.4
Dallas	41.2	24.2	71.5	61.8
Baltimore	-4.6	-3.5	56.9	34.7
Cleveland	-12.9	-14.2	62.6	27.0
Newark	-12.5	-5.6	21.7	14.7
Houston	51.4	31.2	58.1	56.9
Minneapolis	1.9	-6.5	118.9	55.9
Atlanta	19.5	1.9	126.0	68.6
Seattle	15.5	-4.7	65.8	61.9
Anaheim	113.9	54.3	128.7	134.7
Milwaukee	-10.2	-3.2	76.5	27.7
Cincinnati	-3.8	-9.9	36.5	21.7
San Diego	17.0	21.0	62.0	44.3
Buffalo	-15.8	-13.1	29.2	14.4
Kansas City	11.1	5.5	37.4	21.8
Miami	7.4	14.8	80.7	45.0
Denver	19.6	4.2	80.7	63.6
Riverside	16.6	38.4	32.7	42.2
Tampa-St. Petersburg	21.2	8.2	70.1	64.0
San Jose	48.9	117.4	85.7	41.6
New Orleans	0.0	-5.7	78.6	62.4
Columbus, Ohio	20.5	14.5	45.8	32.7
Portland	11.6	2.6	60.0	39.4
Phoenix	51.1	32.4	61.5	72.0
Rochester	.5	-7.0	105.7	41.6
Providence, R.I.	4.3	-4.7	20.7	23.0

1/ Jobs and population adjusted for change in jurisdictional boundary from 1960 to 1970. Jobs adjusted for place of work not reported.

NOTE.—This table is drawn from an analysis done by Seymour Sacks, Professor of Economics, Maxwell School, Syracuse University.

SOURCE: U.S. Department of Commerce, Bureau of the Census, "Census of Population" and "Journey to Work," 1960 and 1970.

Table 6.11.--State-local tax revenues in relation to State personal incomes: 1953 and 1975

State and region	Tax revenue as percent of personal income			State percent related to U.S. average (U.S. = 100.0)		
	1953	1975[1/]	Percent increase	1953	1975	Percent increase or decrease (-)
United States[2/]	**7.58**	**11.89**	**56.9**	**100.0**	**100.0**	--
New England	7.90	12.11	53.3	104.2	101.9	-2.2
Connecticut	6.06	10.30	70.0	79.9	86.6	8.4
Maine	8.95	13.70	53.1	118.1	115.2	-2.5
Massachusetts	8.77	13.12	49.6	115.7	110.3	-4.7
New Hampshire	8.28	10.01	20.9	109.2	84.2	[4/]-22.9
Rhode Island	7.02	11.55	64.5	92.6	97.1	4.9
Vermont	9.62	14.65	52.3	126.9	123.2	-2.9
Mideast	7.46	13.30	78.3	98.4	111.9	13.7
Delaware	4.21	11.41	171.0	55.5	96.0	[3/]73.0
Maryland	6.33	11.95	88.8	83.5	100.5	[3/]20.4
New Jersey	6.59	11.08	68.1	86.9	93.2	7.2
New York	8.79	15.72	78.8	116.0	132.2	14.0
Pennsylvania	6.17	11.29	83.0	81.4	95.0	[3/]16.7
Great Lakes	6.78	11.21	65.3	89.4	94.3	5.5
Illinois	6.37	11.84	85.9	84.0	99.6	[3/]18.6
Indiana	7.08	11.64	64.4	93.4	97.9	4.8
Michigan	7.31	10.97	50.1	96.4	92.3	-4.3
Ohio	5.87	9.51	62.0	77.4	80.0	3.4
Wisconsin	8.91	13.62	52.9	117.5	114.6	-2.5
Plains	8.25	11.57	40.2	108.8	97.3	-10.6
Iowa	9.22	11.70	26.9	121.6	98.4	[4/]-19.1
Kansas	8.71	11.08	27.2	114.9	93.2	[4/]-18.9
Minnesota	9.38	13.96	48.8	123.7	117.4	-5.1
Missouri	6.14	9.91	61.4	81.0	83.3	2.8
Nebraska	7.69	10.55	37.2	101.5	88.7	-12.6
North Dakota	11.27	12.03	6.7	148.7	101.2	[4/]-31.9
South Dakota	10.79	11.96	10.8	142.3	100.6	[4/]-29.3
Southeast	7.86	10.22	30.0	103.7	86.0	-17.1
Alabama	7.00	9.59	37.0	92.3	80.7	-12.6
Arkansas	7.92	9.87	24.6	104.5	83.0	[4/]-20.6
Florida	9.20	9.52	3.5	121.4	80.1	[4/]-34.0
Georgia	7.67	10.02	30.6	101.2	84.3	[4/]-16.7
Kentucky	6.47	10.95	69.2	85.4	92.1	7.8
Louisiana	10.43	12.19	16.9	137.6	102.5	[4/]-25.5
Mississippi	9.37	11.59	23.7	123.6	97.5	[4/]-21.1
North Carolina	8.25	9.98	21.0	108.8	83.9	[4/]-22.9
South Carolina	8.61	10.10	17.3	113.6	84.9	[4/]-25.3
Tennessee	7.32	9.51	29.9	96.6	80.0	[4/]-17.2
Virginia	6.09	10.81	67.2	80.3	85.6	6.6
West Virginia	6.81	11.81	73.4	89.8	99.3	10.6
Southwest	7.34	10.59	44.3	96.8	89.1	-8.0
Arizona	8.50	13.48	58.6	112.1	113.4	1.2
New Mexico	8.66	13.20	52.4	114.2	111.0	-2.8
Oklahoma	9.07	10.12	11.6	119.7	85.1	[4/]-28.9
Texas	6.68	9.96	49.1	88.1	83.8	-4.9

Table 6.11.--State-local tax revenues in relation to State personal incomes: 1953 and 1975 – Continued

State and Region	Tax revenue as percent of personal income			State percent related to U.S. average (U.S. = 100.0)		
	1953	1975[1]	Percent increase	1953	1975	Percent increase or decrease (-)
Rocky Mountain	8.60	11.44	33.0	113.5	96.2	-15.2
Colorado	8.93	11.31	26.7	117.8	95.1	[4]-19.3
Idaho	9.00	11.08	23.1	118.7	93.2	[4]-21.5
Montana	7.62	12.34	61.9	100.5	103.8	3.3
Utah	8.44	10.97	30.0	111.3	92.3	[4]-17.1
Wyoming	8.73	12.61	44.4	115.2	106.1	-7.9
Far West[5]	83.4	13.72	64.5	110.0	115.4	4.9
California	8.41	14.27	69.7	110.9	120.0	8.2
Nevada	7.93	12.68	59.9	104.6	106.6	1.9
Oregon	8.24	11.75	42.6	108.7	98.8	-9.1
Washington	8.07	11.61	43.9	106.5	97.6	-8.4
Alaska	[6]5.03	11.14	121.5	66.4	93.7	[3]41.1
Hawaii	[6]8.23	14.01	70.2	108.6	117.8	8.5

[1] The State distribution of actual total government tax revenue is estimated.

[2] Excluding the District of Columbia.

[3] Indicates States that have increased their relative tax burdens by 15 percent or more.

[4] Indicates States where the relative tax burden has fallen by 15 percent or more.

[5] Excluding Alaska and Hawaii.

[6] Estimated, based on the U.S. average change between 1953 and 1957 (the earliest year readily available).

SOURCE: Advisory Commission on Intergovernmental Relations, *Significant Features of Fiscal Federalism, 1976 edition*, June, 1976.

Table 6.12.--Selected socioeconomic characteristics of cities: 1960 and 1970

City	Annual rate of change of population, 1960 to 1970		Percent of population over 65		Central city median family income as a percent of SMSA median family income		Percent of families with incomes under $3,000 (1970)	
	Central city	Outside central city	1960	1970	1960	1970	Central city	Outside central city
Atlanta	02	6.8	7.9	9.2	80.3	74.4	18.0	10.0
Baltimore	-0.3	3.4	9.0	10.5	87.7	78.3	20.0	7.0
Boston	-0.8	1.4	12.3	12.8	77.0	67.7	19.0	5.0
Denver	0.4	6.4	10.8	11.4	105.7	82.4	18.0	10.0
Kansas City, Kans	3.3	2.4	10.9	10.3	88.5	87.4	NA	NA
Kansas City, Mo	0.6	2.1	10.8	11.8	87.5	85.2	20.0	10.0
Milwaukee	-0.3	2.8	9.6	11.0	92.3	85.1	13.0	7.0
San Diego	2.0	4.4	7.6	8.8	94.6	94.4	17.0	14.0

NA = Not available.

SOURCE: Advisory Commission on Intergovernmental relations, *City Government Financial Emergencies*, July 1973.

Table 6.13.--Annual percentage change in general operating fund revenues and expenditures of large cities: 1974

Cities (in order of population)	Percentage change in revenues	Percentage change in expenditures	Cities (in order of population)	Percentage change in revenues	Percentage change in expenditures
New York	3.7	10.1	New Orleans	21.6	15.3
Chicago	12.0	12.4	Phoenix	13.3	16.8
Los Angeles	9.7	-2.5	Columbus	8.1	8.4
Philadelphia	-.1	3.1	Seattle	8.1	8.7
Detroit	0.0	1.6	Jacksonville	20.9	9.8
Houston	9.1	12.7	Pittsburgh	-10.0	-7.1
Baltimore	4.1	.1	Denver	19.4	8.6
Dallas	9.6	7.7	Kansas City	5.3	6.7
Cleveland	13.0	1.5	Atlanta	12.8	3.1
Indianapolis	5.1	6.8	Buffalo	3.3	-8.0
Milwaukee	9.4	.6	Cincinnati	4.5	8.7
San Francisco	-1.9	2.3	Nashville	19.4	10.1
San Diego	17.9	11.4	Minneapolis	-2.4	5.8
San Antonio	19.5	16.0			
Boston	19.6	15.4	Average	9.3	7.0
Memphis	NA	NA	Median	9.1	8.4
St. Louis	14.8	17.7			

NA = Not available.

NOTE.--Compiled from available published financial reports for each city.

SOURCE: Hearings before a subcommittee of the committee on government operations, House of Representatives, 94th Congress, First Session, July 9, 10, 11, 15, 22, 23, 24, 1975, "Fiscal Relations in the American Federal System."

Table 6.14.--Employment in industry and civilian government: Selected years, 1955 to 1974

Industry	Number of full-time-equivalent employees					Percent increase
	1955	1960	1965	1970	1974	1955 to 1974
	(In thousands)					
Private industries	44,260	45,906	50,023	56,271	61,287	38.5
State and local governments	4,143	5,154	6,447	8,016	9,321	125.0
Public education	1,915	2,490	3,287	4,226	4,916	156.7
Federal general civilian government	1,641	1,689	1,772	1,939	1,956	19.2

SOURCE: Advisory Commission on Intergovernmental Relations, *Significant Features of Fiscal Federalism, 1976 edition*, June 1976.

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